Mansfield University Mansfield University 2022-2023 Graduate Catalog

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Mansfield University 2022-2023 Graduate Catalog

Mansfield University of Pennsylvania
Mansfield, PA 16933

For Graduate Admission contact:
Office of Graduate Admissions
G22 South Hall
Mansfield, PA 16933
Phone: (570) 662-4408
(800) 577-6826
Fax: (570) 662-4121

Any information contained herein is subject to change without notice

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Colleges & Departments

Mansfield University

Art, Communication, English, and World Languages

Behavioral and Social Sciences

Business Administration, Mathematics, Computer Science, and Information Systems

History, Education, Philosophy, Political Science, and Sociology

Hide programs for this department.

Graduate

- Special Education, Master of Education

Natural Sciences

Nursing and Allied Health Sciences

Student Support Services

Academic & Human Development

Art

Business Administration

Biology

Chemistry & Physics

Communication

Criminal Justice Administration

Education and Special Education

English and World Languages

Geosciences

Health Sciences

History, Philosophy, Political Science and Sociology

Mathematics and Computer Information Science

Music

Psychology

Social Work

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Administration and Graduate Leadership

President

Dr. Bashar Hanna

500 North Hall; (570) 662-4046

Provost and Vice President for Academic Affairs

Dr. Diana Rogers-Adkinson

570-389-4308

Senior Associate Dean

Dr. Joshua R. Battin

504 North Hall; (507) 662-4805

Director of Information Resources/Library

Mr. Scott R. DiMarco

214 North Hall; (570) 662-4689

Vice President for Finance & Administration

Ms. Amy Dicello

528 North Hall; (570) 662-4881

Vice President for Student Affairs and Enrollment Management

Mr. Stephen Lee

520 North Hall; (570) 662-4933

Director of Human Resources

Mr. Jerry Reed

134 Waller Administration, Bloomsburg University; (570) 662-4054

Director of Admissions

Ms. Rachel Green

G29 South Hall; (570) 662-4243

Director of the Career Center

Ms. Nichole Lefelhoc

G-1 Alumni Hall; (570) 662-4914

Director of Student Financial Aid

Ms. Pamela Kathcart

229 South Hall; (570) 662-4823

Director of Marketing & Communications

Mr. Ryan McNamara

North Hall; (570) 662-4848

Registrar

Ms. Lori Cass

224 South Hall; (570) 662-4873

Director of Student Accounts

Ms. Julie Cimino

222 South Hall; (570) 662-4388

Director of Police Services & Municipal Police Academy

Mr. Jeff Perry

104 Doane Center; (570) 662-4900

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Academic Calendar

Click on a link to be taken to the entry below.

- Fall Semester, 2022
- Spring Semester, 2023

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Fall Semester, 2022

Classes Begin	M	Aug 22
Last Day to DROP and ADD Classes	M	Aug 29
Last Day to Submit:	T	Sep 06
Credit-By-Exam form		
Application for Graduation for May 2023		
Pass/Fail form		
Labor Day - No Classes	M	Sep 05
Last Day to Submit Incomplete Grade Changes	F	Sep 16
Last Day to Complete 'Credit by Exam'	Tu	Sep 20
Mid-Semester Grades Due 4:00 pm	F	Oct 07
First Session Ends	F	Oct 07
Second Session Begins	M	Oct 10
Registration for Spring Semester Begins	M	Oct 17
Last Day to Withdraw from a Course	F	Dec 02
Fall Break/Thanksgiving Holiday - No Classes	T-F	Nov 22-25
Fall Semester Classes End	F	Dec 02
Final Examination Period	M-Th	Dec 5-8
Fall Commencement	Sa	Dec 10
Fall Semester Grades Due 12:00 noon	M	Dec 12

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Spring Semester, 2023

Classes Begin	M	Jan 23
Last Day to DROP and ADD Classes	M	Jan 30
Last Day to Submit:	Tu	Feb 07
Credit-By-Exam form		
Application for Graduation for December 2023		
Pass/Fail form		
Last Day to Submit Incomplete Grade Changes	F	Feb 17
Last Day to Complete 'Credit by Exam'	Tu	Feb 21
Mid-Semester Grades Due 4:00 pm	F	Mar 10
First Session Ends	F	Mar 10

Spring Break - No Classes	M-F	Mar 13-17
Second Session Begins	M	Mar 20
Registration for Fall Semester Begins	M	Mar 20
Last Day to Withdraw from a Course	F	May 05
Spring Semester Classes End	F	May 05
Final Examination Period	M-Th	May 08-11
Spring Commencement	Sa	May 13
Spring Semester Grades Due 12:00 noon	M	May 15

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Mission Statements

Click on a link to be taken to the entry below.

- Mansfield University Mission Statement
- Graduate Studies Mission Statement

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Mansfield University Mission Statement

Our Mission

Offering dynamic programs in the arts and humanities, natural and social sciences, and professional studies, Mansfield University of Pennsylvania prepares our students for successful lives and careers. As an inclusive public institution, Mansfield University provides our students with a welcoming environment, individualized attention, and meaningful opportunities to learn and grow within and beyond the classroom. Through the Mansfield experience, our students develop the knowledge, skills, and character necessary to achieve their educational and career goals.

Our Vision

Mansfield University will be the leading higher education institution in the region.

We will strive to:

- Provide students with the richest possible educational experience in a supportive environment.
- Nurture the whole student through an inclusive, diverse, and welcoming community.
- Develop academic programs that meet the needs of regional, state, and global communities.
- Collaborate with other educational institutions to achieve mutual goals and expand student opportunities.

Academic Promise

Mansfield University provides a personal, interdisciplinary, liberal arts education that focuses on the values of our creed, preparing our students for their first and subsequent careers in a rapidly changing world.

We accomplish this by focusing on the four core values that have been our tradition since 1912: Character, Scholarship, Culture, and Service.

CHARACTER

We believe in integrity. We act with honesty and respect toward others. We take responsibility for our actions and reflect on their impact on ourselves and others.

SCHOLARSHIP

We believe in learning. We use rigorous, responsible, and critical inquiry to understand existing knowledge, acquire and share new knowledge, and apply what we learn. Each of us is both student and teacher.

CULTURE

We believe in celebrating humanity. We enrich ourselves and others by sharing and exploring our similarities and differences. We honor the past as we invent the future.

SERVICE

We believe in helping others. We work with others to improve the communities in which we now live and will touch in the future. Knowledge invests us with the power to improve our world and the responsibility to act.

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Graduate Studies Mission Statement

Mansfield University graduate study programs provide personal and professional development opportunities expanding one's knowledge, skills and life-long learning capacities. Programs stimulate engagement in shared learning, evolve critical thinking abilities through practice and reflection, and encourage group and community service.

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Statement Of Diversity

Graduates of Mansfield University are expected to participate in a world that has been enriched by knowledge, insights, and traditions of diverse peoples who live and work together. An academic community that values diversity by words and action provides the best environment in which students can learn the social skills necessary to participate and flourish in our multi-cultural environment.

The Mansfield University Council of Trustees reaffirms the purpose of Mansfield University, as stated by former President Simon B. Elliot in 1912, to

> *Strive to make education universal; that the rich and the poor, the child of those who have power and place, and of those who tread the lowly paths of life, shall receive alike the blessings of education ... and invite equally and alike, without distinction of sex, or color, or race, or creed, or party, the children of all who may desire to participate in the opportunities here offered. That is the highest purpose for which Mansfield may be praised.*

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The University

Located in the beautiful mountains of rural, north central Pennsylvania, Mansfield University is a member of the Pennsylvania State System of Higher Education, currently enrolling over 1,600 students. Founded in 1857, Mansfield University is proud of its long tradition of preparing excellent teachers as well as its more recent role as a public liberal arts university focused on leadership development. The university is located within Tioga County, which is noted for its quality of life and numerous recreational opportunities. The region is home to five state and federal parks, seven lakes, the Pine Creek Rail Trail, and the 50-mile long gorge of the Pennsylvania Grand Canyon. The university is an hour south of the Finger Lakes Wine Region of upstate New York.

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Admissions

Mansfield University began its first graduate programs in the summer of 1966. Today, Mansfield University offers master's degree programs in Special Education and Nutrition. Mansfield University has a rolling admissions policy. Applications are considered based upon academic credentials and space availability for the entry date requested.

Application Procedures

- Official transcripts from **each undergraduate and graduate institution attended**, regardless of whether or not a degree was earned, must be submitted as part of the application packet. These transcripts must be sealed by the registrar and remain sealed until their arrival at the Graduate Admissions Office. If the course(s) or the degree was completed at Mansfield University, the applicant is not required to submit the transcript.
- One or more letter(s) of recommendation required by graduate programs (see Additional Admissions Requirements for Specific Graduate Programs).
- Copy of current teaching certificate, if applicable.
- $25.00 application processing fee.

Admission to a graduate program is based on a full review of application materials and recommendation by the faculty of the admitting graduate program, and upon acceptance by the Office of Graduate Admissions.

Application Requirements

To apply for Graduate School contact the Graduate Admissions Office located in G-22 South Hall at (570) 662-4408 or apply online at Graduate Studies Admission. A completed application will include the following:

- Evidence of at least one completed undergraduate degree program from a regionally accredited university or in the case of international students, a nationally recognized institution.
- Minimum cumulative GPA of 3.0 on a 4.0 scale unless an exception is recommended by the graduate program faculty. Such an exception will result in a **provisional** admission. A student in provisional status:
  - Must maintain communication with the program academic advisor via email or phone.
  - May take up to six (6) credits in the graduate degree program and must achieve a cumulative grade point average of 3.0 in those credits to be eligible for continuing enrollment. Please consult with the program academic advisor to determine the courses that will fulfill this requirement. A student who receives an "F" is automatically dismissed from the University. All normal University policies and procedures apply thereafter.
  - Must contact the program academic advisor prior to registration for the following semester. An Academic Hold will be placed on the student's account and can only be released by the program academic advisor prior to scheduling for subsequent coursework.
  - May receive financial aid during the period, subject to the standard method utilized to determine eligibility for all matriculated students.

Additional requirements may be required by specific graduate programs. Please see below.

Additional Admission Requirements for Specific Graduate Programs

- **Special Education, Master of Education**
  1. Two academic or professional letters of recommendation
  2. Copy of current content area teaching certificate
  3. Minimum cumulative GPA of 3.0 on a 4.0 scale in an undergraduate degree earned or calculated on the last 48 semester hours

Clearance Requirements

Clearances are required for the following degree programs:

- **Master of Education, Special Education**
  Students must submit copies of their clearances via US mail to: Ms. Beth McClure, 204 Retan Center, Mansfield University, Mansfield, PA 16933. If you have any questions, please call (570) 662-4024. Current Public School Employees may use this form http://www.mansfield.edu/teacher/initial-clearance-instructions.cfm to satisfy this requirement.

Non-Degree Students

Students not matriculated into a specific graduate program may take up to nine (9) credits in a "non-degree" status. To continue taking graduate courses, they must complete a regular graduate application and be formally admitted to a graduate program or indicate that they wish to remain non-degree for enrichment purposes.

Checklist for Graduation

Submit an Application for Graduation via WebAdvisor no later than one year prior to your intended graduation date.

Graduate students need to purchase academic attire approximately eight weeks prior to graduation. If it is not convenient for you to come to Mansfield to purchase your attire, please contact the Mountie Spirit Store at (570) 662-4922 (see the Policy Section, Bookstore, Mansfield University).

Graduate Student Advisors

One of the special characteristics of graduate programs at Mansfield University is the importance placed on the advisor-advisee relationship. We regard it as essential that an advisor be assigned when entering a program. There are many opportunities to tailor programs to a graduate student's unique professional goals. The graduate advisor works as a collegial professional mentor with his/her assigned graduate student. Once enrollment is confirmed, it is the graduate student's responsibility to contact the academic department to be assigned an advisor. Degree seeking graduate students will not be allowed to progress beyond nine (9) graduate credits without being assigned an advisor.

Graduate Assistantships

Graduate assistantships may be available each year to full-time and half-time graduate students. Please contact the Graduate Admissions Office for information regarding possible in-state tuition waivers and stipends. Graduate assistantships provide the graduate student with opportunities for professional, collegial, and academic growth. To this purpose, graduate assistants are assigned to work in an academic or professional area on campus. Awards are assigned on a competitive process. Graduate students should apply for an assistantship by March 15 to be considered for the following academic year (see the website graduate-studies.mansfield.edu/graduate-assistantship/index.cfm for additional information and/or an application).

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Financial Information

Mansfield University offers quality graduate education at competitive rates. Please contact the Student Accounts Office for information on tuition and fees, (570) 662-4888, 224 South Hall, or visit the web at http://esd.mansfield.edu/tuition-and-fees/index.cfm. Independent Study and Individualized Instruction are not considered online courses and are subject to the miscellaneous fee schedule.

Financial Aid Opportunities

Mansfield University participates in federal and state financial aid programs. To be considered for financial aid the following must be completed:

1. File for financial aid immediately upon confirmed admission to Mansfield University. To apply for aid, complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.
2. Identify Mansfield University (003324) as a school choice on the FAFSA. If the graduate student does not do this, the University will not receive the student's FAFSA and will be unable to process any aid.

Unsubsidized Federal Direct Loans are the primary source of available aid. Graduate students may apply for Federal Direct Loans by completing the FAFSA. Graduate Entrance Counseling and the Master Promissory Note (required for federal direct loans) is completed at https://studentloans.gov.

Alternative loan financing is also available by going to www.elmselect.com. To obtain more information about financial aid and student loan forgiveness programs please visit www.studentaid.ed.gov. For additional information regarding financial aid, please call the Financial Aid Office at (570) 662-4129.

Academic Progress

The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education establish minimum standards of "satisfactory academic progress" (SAP) for students receiving federal financial aid. These standards apply to all Federal Title IV aid programs including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, TEACH Grant, Federal Perkins Loan, Federal Direct Loans, Federal Direct PLUS Loans and Federal Work-Study. The Satisfactory Academic Progress (SAP) standards apply to all students seeking federal Title IV financial aid, regardless of whether a student has received Title IV financial aid in the past. To retain financial aid eligibility a graduate student must maintain satisfactory academic progress (SAP).

Process of Determining Satisfactory Academic Progress (SAP):
Each student will be measured for satisfactory academic progress at the end of each semester/term. This evaluation will determine if the student has sufficient progress to be eligible for future Title IV funding. Students who have not met the minimum SAP requirements will be notified of their eligibility for future financial aid.

Satisfactory Academic Progress Measurement

Qualitative Measure (cumulative Mansfield University GPA):

- Graduate students must achieve at least a 3.0 **cumulative** GPA.

Quantitative Measure

Completion Rate/Pace: Pace is calculated by dividing cumulative hours the student successfully completed by cumulative hours the student has attempted. This calculation includes all attempted credits, both at Mansfield University and those accepted in transfer. Courses for which a student receives academic credit, withdraws, receives incomplete or repeat grades and/or fails are counted in the calculation of the completion rate/pace.

- Graduate students must successfully complete 67% of the total cumulative attempted credits.
- Graduate students may receive aid for all credits attempted up to 150% of the specified number of credits required by their specific degree programs.

Students who change majors are responsible for completing the degree requirements within the timeframe specified above.

Readmitted Students: If a student is readmitted to the University, satisfactory academic progress will be based on the student's previous attendance at MU and credits accepted in transfer. Students who have not met the minimum requirements will be notified of their ineligibility for federal financial aid and informed of the options to regain eligibility.

Special Grades and Their Use in Satisfactory Academic Progress Determination:

- I - Incomplete - Student will receive no credit for an "I" grade, although the "I" is counted as attempted credit(s). If, however, the incomplete grade is resolved and a passing grade is received, the credits will be counted.
- W - Withdrawal - No credit received; however counted as attempted credit.
- AU - Audit - No credits received.
- P/F - This refers to the pass/fail option. P means the student receives credit(s) but GPA is not affected. A grade of F will impact the GPA.

Repeat of Course: The last grade earned is always used in calculating the GPA. If the student failed the course the first time but passes it the second time, the appropriate number of credits will be received after the second attempt. If, however, the student passed the course the first time, repeats it in an attempt to improve the GPA but receives a failing grade, the appropriate number of credits will be deducted from the cumulative credits earned total. Maximum hours earned for any course cannot exceed the number of credits listed for that course in the catalog.

Regaining Eligibility: If a student fails to meet the satisfactory academic progress standards, but meets the standards later at some point, the student can once again be eligible to receive federal Title IV support. In such cases, financial aid eligibility will begin with the academic semester after which the student re-establishes progress.

Students taking coursework at another institution to regain SAP eligibility should be aware that:

1. *A Request to Transfer Credits form* must be completed (available from Academic Forms page at http://esd.mansfield.edu/forms-and-policies/index.cfm) prior to taking any courses elsewhere if the credits are to be transferred back to MU. The transfer credit evaluator must accept the transfer credits for those credits to be counted toward satisfactory academic progress.
2. Only "credits" transfer back to Mansfield University; "grades" do not. If the student's deficiency is in GPA, direct equivalency courses at another institution must be taken to increase the overall MU GPA.

Appeal Process: Students whose financial aid eligibility has been terminated may "appeal" that status if they have experienced extenuating circumstances that affected their abilities to meet the academic progress standards. In general, extenuating circumstances can include, but are not limited to, illness, injury, death of relative or friend, difficulties with accommodations for students with disabilities, and adversity due to unforeseen events. Students interested in appealing their termination of financial aid eligibility may submit the Academic Progress Appeal Form. Each student must also address in the appeal why the student failed to attain SAP, what has changed that will allow the student to maintain SAP in the next evaluation period, and the student must submit an academic plan for success. The student will be notified via email and/or in writing of the decision.

Financial Aid Warning: Mansfield University evaluates academic progress at the end of each payment period (semester). Students on a "Financial Aid Warning" status may continue to receive Title IV aid for **one** payment period despite a determination that the student was not meeting SAP. A warning status is granted automatically and may be assigned without an appeal or other action by the student. Students are notified via their Mansfield University email account.

Financial Aid Probation: This status can only be granted after the student has appealed and has had eligibility reinstated based upon the appeal. A student on "financial aid probation" may receive Title IV funds for **one** payment period only. After the completion of the payment period, the student must meet SAP.

Other Fees

Deferred Payment Fee

Students may defer payment up to one-half of the balance due until approximately seven weeks after the first day of the semester. The balance due is defined as the total fees for the current semester, less approved financial aid. Balances not paid in full on the initial due date automatically incur a $50 deferred payment fee.

Late Payment Charge

A Late Payment fee will be assessed if a student's account balance (net of approved financial aid) is not paid in full by the deferred payment period (approximately seven weeks from the start of the semester). The amount of the Late Payment fee is proportional to the account balance as described in the following table. The late fee will be assessed once per month on accounts with balances.

Account Balance Due (ABD)			Late Payment Fee
	ABD <=	$100	$ 0
$100	ABD <=	$1000	$10
$1,000	ABD <=	$2500	$25
$2,500	ABD <=	$5000	$50
$5,000	ABD		$75

Returned Check Fee

A $25 fee is charged for each check or e-check returned by the bank for non-sufficient funds (NSF). A $5 fee is charged for each e-check (electronic check) returned by the bank for invalid account information.

Parking Decal Fee

The fee for a valid parking permit from September through August is as follows:
Commuter Student $25
Resident Student $50

Parking permit applications are located at the website https://parking.mansfield.edu/login.php

Withdrawal from the University

The following information is subject to change without notice (visit the website http://esd.mansfield.edu/withdrawal-from-the-university.cfm for details):

Tuition, housing, community building fee, health fee, activity fee and fitness center fee are adjusted for all students according to the refund schedule. The technology fee is non-refundable.

Dining adjustments are pro-rated on a weekly basis.

First day through drop period	100%
Through Second Week	80%
Through Third Week	60%
Through Fourth Week	50%
Through Fifth Week	40%
Sixth Week	No Refund

If a student receives financial aid funds from the Federal Title IV Aid Programs and the student withdraws from the university prior to completing 60% of the semester, a portion of the federal funds may need to be returned. Please contact the Office of Financial Aid at 570-662-4129 or financial.aid@mansfield.edu for more information on this policy.

Financial Obligation

Failure to meet financial obligation by the due dates may result in future registrations being blocked and transcripts withheld. The minimum amount required to confirm registration is the total charge, LESS financial aid, DIVIDED by two, PLUS any beginning balance. Payment of the minimum amount due will allow the student to defer the remaining balance due for approximately seven weeks. Failure to make payment in full by the payment due date will automatically result in the student account incurring a deferred payment fee of $50. For additional information contact Student Accounts at (570) 662-4888, 224 South Hall.

Nelnet Campus Commerce Payment Plans (Formerly Tuition Management Services)

Nelnet Campus Commerce partners with Mansfield University to offer a monthly payment plan for your tuition balance. The payment option is available for a small enrollment fee and includes personal account service and counseling automated account information 24 hours a day and access to your account through their web page http://mansfield.afford.com

***__Note__: Nelnet payment plans are not available for the summer option.

Delinquent Accounts

A student is not permitted to register for course work, receive a diploma, or obtain official transcripts until all overdue accounts have been paid. Students requesting transcripts are encouraged to pay any outstanding balance by credit or debit card, money order or cashier's check to avoid a 10 business day clearing period on personal checks.

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Policies and Information

Academic Dismissal Policy

A graduate student who receives a grade of F in a course is automatically dismissed from the University. A student whose cumulative GPA (grade point average) is below 3.0 at the end of any semester is placed on academic probation until the GPA rises to a minimum of 3.0. Failure to achieve the minimum GPA within one academic year will result in dismissal from the University. If there is an extraordinary reason for which the student believes he/she should be reinstated, the student may appeal to the Office of the Deans.

Probationary status does not mean that a student is dismissed from the University. It means that the student is not currently meeting the standards required for graduation and that corrective action is required. A student on probation will receive a letter from the University about the probationary status.

Academic Integrity

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism, is unacceptable. Faculty are expected to instruct students of the University Policies pertaining to academic integrity. Faculty also are responsible for assessing and reporting all charges of academic dishonesty to the Office of the Deans. The link labeled *Academic Integrity Policy* (see http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures) outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty.

Faculty are responsible for informing students of course evaluation criteria, for adherence to the stated criteria, and for determining grades in a fair and equitable manner. If a student alleges that a faculty member has discharged professional duties in an improper, arbitrary, discriminatory, or otherwise unjustified manner, complaints are considered by the procedures outlined in the link labeled *Due Process/Appeals (see* http://www.mansfield.edu/academic-affairs/student-resources/index.cfm).

Academic Standing

Good academic standing at the graduate level is defined as a minimum 3.0 cumulative GPA.

Accreditation

Mansfield University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

ACT 48

ACT 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain active certificates. Pennsylvania certified teachers wishing to use credit coursework at Mansfield

University to meet the ACT 48 requirement should log on to the *Edulink* website at:https://ssl.mansfield.edu/forms/perms.cfm and submit

their ACT 48 courses through the Professional Education Record Management System (PERMS). ACT 48 submission is the responsibility of each applicant. Teachers are responsible for selecting courses pertaining to their areas of certification or teaching assignments.

Add or Drop a Course

A graduate student may ADD and DROP a course during the first seven business days of a semester using WebAdvisor. If the course is full or creates a conflict with the graduate student's schedule, they may use an Add card available at the Registrar's Office, 224 South Hall. The class instructor must sign all add cards. For online courses, please contact the instructor to initiate the approval process. The instructor should confirm this approval by forwarding an email to the Registrar's Office.

Application for Graduation

No later than one year prior to the intended date of graduation, the graduate student should complete an Application for Graduation online via WebAdvisor.

Audit

If a graduate student is interested in auditing a course (participating in a class, but receiving no grade or credit for it), then a completed registration form and audit card for the course work is required. These forms are available online at Academic Forms (matriculating students). Cost of auditing is $50 per course. Permission from the instructor must be received to audit any course. Please note that applied courses in Art, Music, and Nursing (online, laboratory or studio) courses may not be audited. Exceptions to this policy may be petitioned to the Office of the Deans. Audited courses do not count toward graduate requirements.

Career Center

The Career Center is an integral part of the university and focuses on the relationship between self, education, and careers. It subscribes to the concept that career development is an ongoing, lifelong process, which incorporates self-assessment and career readiness. Students are encouraged to be engaged participants in their own career journey and to develop a relationship with the Career Center starting their first semester on campus.

Both students and alumni are supported with a wide range of services, including career exploration and development, career interest inventories, resume and cover letter writing and critique, job search techniques, practice interview sessions (in-person and virtual), on-campus recruitment interviews and other various professional development opportunities. A career library of websites, printed, and software-based information covering career options, professional associations, employment trends, internships, job listings, and graduate/professional schools is maintained through the Career Center. Job and internship opportunities are posted electronically through **Handshake**. Students and alumni can access this free service at career.mansfield.edu. Students are encouraged to engage in Career Center services and programs early in their academic career.

The Career Center is located on the Ground Floor of Alumni Hall and may be reached at (570) 662-4133 or careers@mansfield.edu. Appointments are suggested and available in-person, by phone, email, or virtually (via Zoom). For more resources, information about the Career Center and a calendar of events, please visit career.mansfield.edu.

Continuing Enrollment Course Procedure

A graduate student not registering for credit bearing course(s), who wishes to remain active in a program, may enroll at no cost in ED-5600 Continuous Enrollment. A maximum of two consecutive semesters of enrollment in ED 5600 is permitted.

Graduate students will be eligible to enroll in the continuous enrollment course during the registration and add/drop periods. Graduate students who fail to enroll will be classified as No Shows or Abandons and will become inactive in the student system. Students in an inactive status must reapply for admission using the online application and if readmitted will be admitted under the current graduate catalog year.

Cost

Tuition and fees are set after the catalog is printed. The most current information can be found on the website at http://esd.mansfield.edu/tuition-and-fees/index.cfm

Counseling Center

The University Counseling Center encourages all students of the campus community to access counseling services. All services provided by the University Counseling Center are no additional cost to the student and respect the applicable confidentiality laws and ethical guidelines of the APA (American Psychological Association), and ACA (American Counseling Association). We offer individual, couples, and family counseling

to students and provide workshops for organizations, as well as other services as needed. For additional information or to schedule an appointment visit our website http://www.mansfield.edu/counseling-center/, call 570-662-4695.

Course Load/Time Limit

A normal academic course load (full-time student) is defined as nine (9) or more credit hours a semester. A maximum of nine (9) or more may be taken during the summer. Students who wish to schedule more than the maximum must submit a petition to the Office of the Deans. The Special Education degree program must be completed within a maximum of seven years. The Master of Science degree program in Nutrition has a five-year time limitation.

Culminating Requirements

Each degree requires a culminating experience at the end of the master's degree process (e.g., Capstone Course, Exhibition, Departmental Paper, Thesis, or Orals). The nature of the final requirement should be discussed with the program advisor early in the graduate program.

Degree Requirements

To graduate from Mansfield University with a master's degree, a graduate student should meet the following requirements:

1. Earn the total number of credits determined by the program (30-36 credits).
2. Earn a minimum 3.0 cumulative grade point average (GPA).
3. Complete ALL course work with a C - grade or better.
4. Satisfactorily complete any capstone course, creative project, research or thesis, or comprehensive exam required as a culminating project.
5. Submit an Application for Graduation via WebAdvisor no later than one year prior to intended graduation date.
6. Complete any additional requirements necessary because of deficiencies identified in entry, or because the student has chosen to add one or more teaching certifications to the master's degree.

Due Process/Appeals

Procedures can be found at the following link: http://www.mansfield.edu/academic-affairs/student-resources/index.cfm.

Email Accounts

All registered graduate students will receive a Mansfield University email account. Graduate students must use this account when corresponding with University faculty and staff.

Graduate Academic Year Definition

Mansfield University's academic year is a period that contains 30 weeks of instructional time during which a full-time student is expected to complete at least 18 credit hours. The academic year is further described as a Scheduled Academic Year (SAY) that starts at the beginning of fall semester and ends on the last day of the spring semester. The summer sessions are designated as "trailer" terms which follow the SAY. On an individual basis, a student's academic year can be changed to a Borrower-Based Academic Year (BBAY) when determining financial aid eligibility. A BBAY is not a fixed period of calendar time; instead the beginning and ending dates depend on the student's enrollment and progress. The BBAY does not end until the student has completed the number of weeks and the number of hours in the academic year.

Grading System

A written syllabus, which includes the criteria for academic evaluation, is provided by instructors prior to the end of the first week of class. Mansfield University uses a 4-point grading scale, as shown below, to evaluate academic performance.

Grades	Quality Points
A	4.0
A-	3.7
B+	3.3

B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
F*	0.0

The following designations may be used in addition to the grades shown above:

AU	Audit
I	Incomplete
S	Satisfactory (D- grade or better)
U	Unsatisfactory
W	Withdrawal from a course after the drop period

The cumulative grade point average (GPA) is determined by dividing the total number of quality points earned by the total number of credit hours of work attempted. The cumulative GPA is the index by which a student's academic standing is judged.

Graduate Courses - What is a Graduate Course?

The following criteria capture features of Mansfield University's graduate courses. These criteria are reflected by course syllabi and course requirements.

1. Course content is offered at advanced levels of depth and understanding.
2. Course topics are supported by a significant body of professional literature and, except in emerging areas of inquiry, include a significant theoretical and research base for course content.
3. Reading and reflection support graduate learning. Therefore, graduate courses include time for graduate students to read course-related materials and to reflect on what they are learning.
4. Graduate students develop professional and scholarly beliefs and opinions that can be articulated and substantiated with support from professional and scientific literature.
5. Courses provide significant opportunities for graduate students to interact with the course instructor and with other graduate students enrolled in the course. In distance education situations, face-to-face interactions between instructor and students are encouraged to the degree that they are possible.
6. Graduate courses reflect diversity as related to culture, ethnic groups, gender, age and value systems.
7. Graduate courses offered in cross-listed arrangements with undergraduate courses have syllabi and course proposal forms that clearly identify graduate: a) assignments, b) evaluation methods, and c) experiences.

Human Subject Research Policy

Research projects undertaken by Mansfield University students, staff, or faculty members must be approved prior to involvement of human subjects and the initiation of research project. The review process is intended for the protection of the human subjects and shall be the sole focus of the review.

The Mansfield University Institutional Review Board (IRB) is the final authority in determining approvals of human subjects' research. To request a review of research, contact the department chairperson or IRB Chair for a copy of the guidelines, application form, and a sample

Informed Consent form. Submit two copies of the Request for Review of Research form and one copy of the Informed Consent form to the IRB Chairperson for Board review.

Copies of the IRB guidelines and forms are also available at the university web site: https://www.mansfield.edu/grants-development/institutional-review-board.cfm or by contacting Dr. Francis Craig, Chairperson of the IRB, South Hall, at 570-662-4774 or email: fcraig@mansfield.edu. Persons undertaking human subjects research should plan to submit their applications at least 4 weeks prior to the proposed research project start date.

Hybrid Courses

A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and subsequently the amount of classroom time is reduced. A course which is largely classroom based may include a combination of online or web-based components and requirements in addition to the classroom experience.

Identification Cards (One Card)

A university identification card that contains a photo (also known as "One Card") is issued to students, faculty, and staff. All on campus graduate students must have a MU One Card. A One Card is available at the CCSI office (College Community Services, Inc.), inside the Mountie Spirit Store. Regular office hours are Monday - Friday from 8 a.m. - 4 p.m. Extended hours are available during the first week of classes but vary each semester, therefore please contact the CCSI office at (570) 662-4929 for specific information.

The One Card enables the user to check out library materials and receive discounts on many cultural and entertainment productions. In addition, the card may be used for public printers and copy machines at various locations on campus, athletic events, and various campus activities. The student One Card must be carried at all times and shown to authorized personnel upon request. The One Card also serves as a meal card and can be used as a cash debit card with Mountie Money and Flex accounts. The cost of the One Card is $5 for new students. Replacement cards are $15.

Graduate students taking only online courses and wishing to access the North Hall Library resources and materials remotely, will need their student ID number as well as an 18-digit library barcode number. This 18-digit number can be found on the My Accounts page. It can also be found by going to http://lib.mansfield.edu/distance/idhelp. However, to physically sign out materials from the library, a student ID card is required. Online graduate students may receive an actual One Card by submitting a picture (equivalent to a passport/driver's license photo) and a front/back copy of an official government ID (i.e., driver's license, military ID), along with $5.00 payable to CCSI (College Community Services, Inc.) and sent to the CCSI Office, Mansfield University Alumni Hall or email onecard@mansfield.edu .

Incomplete (I)

A grade of I is used to denote unfinished course work because of serious mitigating circumstances beyond the student's control. It is a privilege granted because of circumstances, not a right to be expected by the student.

The I grade is submitted by professors at their discretion on the grade report form at the end of the semester. The professor and the student will identify the specific requirements to be satisfied in order to convert the I to a letter grade. The student is responsible for the removal of an I grade by the end of the fourth week of the subsequent semester except in cases where serious circumstances prevail and a request for an extension is made by the faculty member to the Registrar's Office. If the incomplete grade is not cleared within the allotted time period, a final grade of "F" is recorded.

Independent Study

Independent study is available in each curricular field on a restricted basis. The appropriate curricular prefix precedes the course number 5597, and the credit hours vary from one to three. Independent study may be repeated for more than three credit hours total, but each independent study project may be for no more than three credit hours. Independent study is an activity initiated by the graduate student to increase already advanced knowledge in a particular academic discipline. The subject is examined in an intensive manner with guidance by a faculty member who has special expertise in that field.

To request approval for an independent study, prepare a contract available online at Academic Forms which then must be completed and

approved by the faculty director, department chairperson and Academic Dean. A request for independent study must be completed prior to the start of the semester or summer session for which the independent study is sought. Independent studies will be approved only where there is sufficient evidence that the study will advance the student's scholarly or professional development.

All requests for independent study should be accompanied by an appropriate and scholarly proposal that has been carefully reviewed by the student and the faculty director who will supervise the independent study. The proposal should include a plan of activities to be undertaken, student learning outcomes, the "products" to be expected from the study (for example, a paper, a performance, a research report, or presentation to a departmental symposium), a timetable for the study and an estimate of the amount of effort that will be applied to the study so that the appropriate amount of credit can be assessed. Only in rare instances will more than two independent study proposals be approved as part of a graduate student's curriculum.

Individualized Instruction

Individualized instruction is available on a restricted basis. Ordinarily permission to take a course by individualized instruction is reserved for graduate students who are close to graduation and who have not been able to meet a degree requirement either because the course has not been available or because of some other mitigating circumstance. A graduate student's decision to move from the Mansfield area or a conflict with another obligation, such as a job, would not normally be sufficient to justify an individualized instruction. A call to military service or a serious extended illness, on the other hand, may be viewed as a sufficient mitigating circumstance. An individualized instruction would not normally be approved if there is evidence that a graduate student delayed taking a course or dropped a course earlier in his/her academic career and did not make a clear attempt to complete it as part of a regular schedule.

A request for a course by individualized instruction available online at Academic Forms must be completed and approved by the faculty director, department chairperson, and the Academic Dean. A request for individualized instruction must be completed prior to the start of the term for which the individualized instruction is sought. Requests for individualized instruction should be accompanied by a detailed justification and explanation of the mitigating circumstances that require the course to be taken in this manner, a current course syllabus that outlines the material to be covered, a timetable for the instruction, and the means of assessment that will be applied to determine the grade assigned.

The Mountie Spirit Store

The Mountie Spirit Store is a non-profit organization operated by College Community Services, Inc governed by the students. The store carries MU clothing, school supplies, mugs, graduation attire, MU decals and more. The Mountie Spirit is located on the second floor of Alumni Hall Student Center and open from 8 a.m. to 4 p.m. Monday-Friday or online at mansfieldspirit.com. Textbooks are no longer sold on campus. Books can be purchased online at mansfield.textbooks.com.

International Studies

Many opportunities are available for international students at Mansfield University. International students accepted to Mansfield University are automatically considered for scholarships based on their academic achievement

International Requirements for Admission

Applicants are required to send official certified copies of all academic records by postal mail to the Office of Admissions. Academic records should be sent directly from the academic institution attended and be contained in a sealed envelope.

Transfer applicants should also request that original language transcripts, accompanied by certified English translations, be sent directly to the Admissions Office by an official from each college or university previously attended. These records should also be sent to a certified credential evaluation service (www.WES.org or www.AACRAO.org) with a request that the evaluation results be mailed directly to the Admissions Office.

Applicants from countries where English is not the official language are required to submit official results of the Test of English as a Foreign Language (TOEFL) Examination, the International Language Testing System (IELTS) exam, or the Scholastic Aptitude Test (SAT). Applicants from countries where English is the official language must submit the Scholastic Aptitude Test (SAT). A TOEFL score of 65 on the internet-based exam, 525 on the printed exam, or 5.5 on the IELTS exam indicate sufficient English proficiency.

English as a Second Language (ESL) classes may be available for applicants who are not fully proficient in English.

International Admissions Process

Applicants are strongly encouraged to submit applications and all required documentation at least three (3) months prior to the desired start date. This allows adequate time for processing the application and academic documents. All applications/forms are available at http://admissions.mansfield.edu/more/international-students/.

Applicants must submit the following documentation as part of the admissions process:

1. General Application (online)
2. $25.00 Application Fee
3. Official Transcripts
4. Official results of either the TOEFL, IELTS, or SAT
5. Financial Aid Certification Form (online)
6. W-8BEN Form (online)
7. Financial Documentation (print & mail)
8. A copy of current passport which must be valid for at least six months after entry into the United States on a student visa.
9. Personal Essay

Library

Mansfield University provides information resources both virtually (see the Library Website) and in the historic and elegant 19th century setting of North Hall. The quality resources provide students access to information from around the world. Most resources are accessible regardless of physical location.

The Library is located on the first four floors of North Hall and has several special features to promote the efficient use of information in both printed and electronic forms. The Library has been designed to highlight traditional subject strengths, such as those for music and education, and also to provide immediate access to electronic information via extensive computer networking. If students need help using the resources housed in the Library, there are service points, with the most comprehensive being the Service Desk on the second floor, South wing. The personnel who staff this area can help with traditional reference questions on how to use printed and electronic resources and will also provide advice on equipment problems. Other services include the printed reserve collection, laptops and other multimedia materials, other reserves, and the Microfilms/Periodicals Desk in the North wing of the 1st floor. Printed brochures are available throughout the Library providing answers to commonly asked questions about library resources and services.

A wide range of resources and services are available to support teaching, learning, and research for on-campus students, and for distance education. Detailed information about the library's collections, policies, fines / fees, and services is available through the Library Website at http://lib.mansfield.edu/ and more specifically http://mansfield.libguides.com/distance for our online population.

A Mansfield University ID card is necessary each time materials are checked out, including library-use-only reserve items. ID cards and circulation privileges are not transferable and are intended for use only by the person in whose name the card was issued. A lost or stolen ID card should be reported immediately at the Service Desk.

General circulating materials such as books, curriculum guides, government documents, pictures, and textbooks circulate for an established period for students. Other item loan types include:

> Laptop Computers; Equipment; Media Materials; Reserve Materials; Electronic Reserves so you may access the materials from outside the library and from off campus. Please check with your instructor or the Service Desk personnel to determine if the materials you need are available electronically.

Most items may be renewed in person (please no telephone calls) unless reserved for another patron. Renewals may be made without having the materials present if the patron has a Mansfield University ID card. Patrons also can renew library materials online. (See the Library home page for information on how renew online.)

All materials should be returned to the Circulation Desk. When the Library is closed, books may be deposited in the book return located on

the east wall, right of the front entrance. Please do not place media materials in the book return as these materials are easily damaged.

Fines and Fees are subject to change - please see Library Website at http://lib.mansfield.edu/home All patrons are responsible for replacement fees for lost or non-returned items.

The Library uses an electronic security system that detects any materials that are not checked out. Individuals who attempt to leave the Library with materials that have not been checked out from the Library are automatically referred to the University Police.

Please refer to the Library Website at http://lib.mansfield.edu/homefor a more detailed list of Library Operations and Policies/Guidelines as changes occur.

Tobacco products may not be used in the Library. Food and beverages may not be consumed in the Library except in the Visual News section of the Library.

Non-Discrimination Policy

It is the policy of Mansfield University to ensure a work, educational and residential environment free of discrimination on the basis of race, color, religion, sex, disability, ancestry, national origin, age, sexual orientation, gender identity/expression, genetic background, or veteran's status. In accordance with state and federal laws, Mansfield University prohibits and will not tolerate unlawful discrimination. The University also prohibits retaliation against any party for participating in a discrimination investigation. Mansfield University's Non-Discrimination Policy may be reviewed at the following website: https://esd.mansfield.edu/forms-and-policies/undergraduate-academic-policies/harassment-and-non-discrimination-policy.cfm

Online Courses/Programs

Mansfield University offers the convenience and flexibility of taking online courses/programs at the undergraduate and graduate level. To learn more about online courses, visit http://online.mansfield.edu.

Some individual online courses may require synchronous discussion boards and synchronous assignments. Times for such online activities will be clearly identified in the semester scheduled. This information can be found under the Course Section information in WebAdvisor.

Students registered for an online course should visit the website http://online.mansfield.edu for critical information, resources available, and directions relative to responsibilities in taking a course online at Mansfield University.

Prospective Students

Due to recent federal regulation, all universities offering distance education in states other than their own must receive authorization from those states to do so. If a student is considering an online academic program that will lead to a professional license in a particular, it is highly recommended that guidance be sought from the appropriate licensing agency in the home state before beginning a program at Mansfield University. For more information, visit online.mansfield.edu

Online @ Mansfield University Complaint Process

The Higher Education Opportunity Act of 2008 requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. One important item relates to student complaints. Mansfield University strives to serve its students fairly and equitably. If, however, a student has a complaint, the following process is in place to assist the student with complaint resolution.

Mansfield University encourages all students regardless of their residency, to FIRST initiate an attempt for resolution by following Mansfield University's Academic Standards: Due Process/Complaints. If an issue cannot be resolved by this internal process, a complaint may be filed with the Pennsylvania of Higher Education. Students located outside Pennsylvania may also choose to file a complaint with the appropriate agency in his/her state of residence. A list of the appropriate agencies is maintained by the State Higher Education Executive Officers (SHEEO).

Petition

- *Program Variance*

Under special circumstances, curriculum requirements may be modified. A department chairperson may substitute or waive course requirements by informing the Registrar's Office in writing of the requested program change. Graduate students may petition the Academic Dean for other program variances.

- *Waiver of University Policies or Regulations*
  For exceptions of University policy, students may petition the Office of the Academic Dean. Graduate students should contact the program advisor for assistance in preparation of a petition. Petitions are available online at https://esd.mansfield.edu/forms-and-policies/index.cfm.

Repeating a Course Policy

Students are limited to a total of two course repeats with a limit of one repeat for any specific course. The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation. Previous grades for repeated courses will appear on the transcript. If a student intends to repeat a course, they must complete the repeat a course form available online at https://esd.mansfield.edu/forms-and-policies/index.cfm.

Residency

A graduate student, is classified as a Pennsylvania resident for tuition purposes if she/he has a Pennsylvania domicile. Domicile is the place where the graduate student intends to and does permanently reside. Because the determination of whether a graduate student intends to reside indefinitely in Pennsylvania is subjective, documentary evidence, statements from disinterested persons, and the presumptions set forth below are considered:

1. Continuous residence in Pennsylvania for a period of 12 months prior to registration as a graduate student at an institution of higher education in Pennsylvania creates a presumption of domicile. A graduate student is presumed not to be domiciled if she/he has resided for a shorter period before attending an institution of higher education, but the graduate student may rebut this presumption by clear and convincing evidence.

2. Graduate students who are not United States citizens and have non-immigrant visas or lack a visa are presumed not to be domiciled in Pennsylvania, but may rebut this presumption by clear and convincing evidence.

3. It is presumed a minor will have the same domicile of the parent(s) or guardian(s). The age of majority for establishing a domicile for tuition purposes is 22 years. However, a minor may prove financial emancipation and thereby demonstrate Pennsylvania domicile through clear and convincing evidence.

4. A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as the declared legal residence shall be presumed to have a Pennsylvania domicile. Nonresidents stationed in Pennsylvania for military service shall be deemed Pennsylvania residents.

5. A graduate student receiving a scholarship, loan or grant, dependent upon maintaining domicile in a state other than Pennsylvania, is presumed to be domiciled in the state from which financial aid is received.

A graduate student may challenge her/his residence classification by submitting a written appeal to the Registrar's Office. If the graduate student is not satisfied, the decision may be appealed in writing to the Office of the Chancellor, State System of Higher Education, within 30 days. The decision of the Chancellor is considered final. The effective date of any reclassification, resulting from the student's challenge, is determined by the Residency Committee based on when the petition was filed. A graduate student who changes domicile from Pennsylvania to another state must promptly give written notice to the university.

For additional information on determining residency status and procedures, visit http://esd.mansfield.edu/residency.cfm.

Summer School

The Summer School program is designed to meet the needs of a variety of students. A wide range of educational opportunities include credit courses for undergraduate, non-degree and graduate students as well as workshops, Act 48, travel abroad credit and non-credit courses, and seminars in the liberal arts, teacher education, and other fields of study. Summer courses include a vast array of online courses as well as traditional in-classroom experiences. Graduate students can visit the website at http://mansfield.edu/summer/ to view online and on campus

courses.

Continuing university students, including new students, who wish to accelerate their program of study will find both general education and other courses in a variety of academic disciplines. Students from other colleges and universities may take courses through Mansfield University. Students are advised to first ensure that the home institution will transfer credits earned.

Teachers and graduate students will find courses in the summer program to serve a variety of needs. Students may enroll to complete requirements for permanent certification, take refresher courses in a field of specialization, earn certification in a new field, or take academic coursework to meet ACT 48 requirements.

The policy regarding the number of credits for which a student may register during the summer sessions at Mansfield University is as follows: Students may not take more than six credits during either session (SU or SF), or more than 12 credits across the summer without the approval of the Academic Dean. The Registrar's Office will monitor the number of credits registered to enforce this policy. The student will be contacted to rearrange the summer schedule.

Teacher Certification Programs

The Teacher Education Unit is responsible for all teacher certification programs at Mansfield University. The Unit seeks to prepare teachers who have the knowledge, skills, and dispositions to meet the demands of public education in the twenty-first century. All certification programs are approved by the Pennsylvania Department of Education (PDE). Programs within the Unit are nationally recognized by many different professional organizations. The mission of the Education Unit at Mansfield University is to prepare educators who will make reflective decisions based on accepted theory, research, and practice as they serve our region, the Commonwealth of Pennsylvania, and the nation.

Graduate Degree Programs in Education at Mansfield University

- M.Ed. in Special Education - Special Education Certification (PK-8)
  - This certification availability will end on December 31, 2021.
- M.Ed. in Special Education - Special Education Certification (PK-12)
  - This certification availability will begin on January 1, 2022.

Clearances

All required Pennsylvania teacher education clearances must be attained before registering for classes. Graduate students who are employed by a school district and anticipate completing fieldwork in that district may substitute a letter of clearance verification from their superintendent or principal in lieu of individual clearances. If a student's clearance history changes throughout the course of study, he/she is required to immediately share that information with the Field Experiences Office (Act 24). Students cannot register for courses until they satisfactorily complete the following clearance checks and are willing to allow the Field Experiences Office to communicate their personal clearance information with participating school districts (for the purpose of field experiences). See the Field Experiences Office webpage for detailed information on the following clearance requirements:

- TB Tine Test (Tuberculosis)
- Child Abuse Clearance (ACT 151)
- Criminal Background Clearance (Act 34)
- PA FBI Fingerprint Clearance (Act 114)
- Professional liability insurance coverage of one million dollars ($1,000,000)
- Arrest/Conviction Report and Certification Form (Act 24)
- Child Abuse Recognition and Reporting Training under PA (Act 126)
- Statements of Understanding, Confidentiality and Professionalism & Clearance Adherence from required MU handbooks.

Teacher Education Council policy (1997) prohibits candidates with a clearance offense from entering an education program without approval following the TEC process. Detailed information concerning this process is also available in the *Early Field Experience Handbook*.

Instructional II Certificate

Instructional II provisional certificates (Chapter 49.83) are issued to applicants who complete a Pennsylvania Department of Education-approved induction program, complete three to six years of satisfactory teaching on an Instructional I Certificate in approved public or non-public schools, and complete 24 semester credit hours of collegiate study or in-service programs approved by the department, as well as any other requirements identified by the Pennsylvania Department of Education. More detailed information concerning instructional certificates is available on PDE's webpage or from the Bureau of Teacher Certification, Department of Education, 333 Market Street, Box 911, Harrisburg PA 17126.

Students who would like the Mansfield University Certification Officer to recommend them for teacher certification must complete the following requirements:

- Pass the appropriate PDE required content exam;
- Complete the appropriate education degree with a GPA of 3.0 or higher; and
- Apply for Pennsylvania teacher certification through PDE's online TIMS system.

ACT 48: Continuing Education

ACT 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain active certificates. Pennsylvania certified teachers wishing to use credit course work at Mansfield University to meet the ACT 48 requirement should log on to the *Edulink* website at: https://ssl.mansfield.edu/forms/perms.cfm and submit their ACT 48 courses through the Professional Education Record Management System (PERMS). ACT 48 submission is the responsibility of each applicant. Teachers are responsible for selecting courses pertaining to their areas of certification or teaching assignments.

Required Field Experiences

Pennsylvania Department of Education's (PDE) Chapter 49 has established competencies for graduate fieldwork. As some candidates will have previous experiences with children and in classrooms, the field experiences are designed to meet the specific and unique needs of graduate candidates. Overall, the expectations are consistent with expectations for undergraduate candidates and provide for a field experience structure that includes sequential and developmental learning stages. Candidates must demonstrate evidence of meeting the field experience competencies identified by PDE. Course professors and University supervisors will provide official validation for each student. This documentation is important in verifying successful completion of Chapter 49 field experience competencies required for teacher certification. Course completion will be hindered without successful mastery of field experience competencies.

Transcript Requests

Official transcripts of courses taken at Mansfield University are prepared by the Registrar's Office and issued according to the following policies:

1. Students' records are confidential. Transcripts, therefore, are issued only at the written request of the student. Requests by telephone are not accepted.
2. Transcripts can be requested at Parchment.com:https://esd.mansfield.edu/transcript-request.cfm.
3. No transcript is issued to or for a student who is indebted to the university until the debt has been paid in full.
4. Official transcripts of credit(s) earned at other institutions that have been presented for admission and evaluation become part of the graduate student's permanent record in the Registrar's Office and cannot be reissued or copied for distribution.
5. Official transcripts issued directly to the graduate student will only be released in a signed, sealed, embossed envelope. The envelope will bear the statement, "If opened, the transcript should be considered unofficial and the integrity of the document is not guaranteed by Mansfield University."
6. Unofficial transcripts (student copy) contain the same information as an official, but do not bear the authorized signature or seal of the university.
7. There is an $8.41 transcript fee.

Transferring Credits

Mansfield University may accept a maximum of six (6) credit hours in transfer from a regionally accredited college/university if the courses:

1. would have been counted toward a graduate degree from the sponsoring institution.
2. are appropriate at Mansfield University as determined by the department offering the degree program and the grades are B or better (if the previous school awarded a "P" grade, and this is verified as equal to a B or better, then it will be accepted).
3. were taken within a seven year (five years for the Nutrition program) time period prior to admission.
4. are included on an official graduate transcript received by Mansfield University.

A graduate student should contact the program advisor to determine whether or not the transfer credit will meet program requirements.

A "Request to Transfer Graduate Credit(s)" form can be obtained online at http://admissions.mansfield.edu/transfer-students/index.cfm.

The University Calendar

The regular academic calendar consists of a fall semester that ends in mid-December and a spring semester that ends in early May. Mansfield University also offers two summer sessions from May to August.

Withdrawal from a Course

After the drop period, a student may withdraw from a course until 4 p.m. the last day of classes (not including final's week) as designated on the Academic Calendar. A course withdrawal form must be completed, which can be obtained at the Registrar's office at 224 South Hall. It must be signed by the course instructor. If fewer than 60 credits have been earned, the student must also have the withdrawal card signed by the advisor. Completed forms are returned to 224 South Hall.

A "W" will be recorded in the permanent record and will not be calculated in the quality point average (QPA). A student who withdraws from all courses is automatically withdrawn from the University.

There is **no tuition or fee adjustment** for course withdrawals; therefore, full payment is due to the University.

Mansfield University Mansfield University 2022-2023 Graduate Catalog

[Archived Catalog]

Programs

Graduate

- Special Education, Master of Education

Mansfield University Mansfield University 2022-2023 Graduate Catalog

[Archived Catalog]

Special Education, Master of Education

The Department offers the degree program Master of Education (M.Ed.), Special Education with two concentrations, Certification and Non-Certification. The M.Ed. is chosen by those pursuing a master's degree with a special education emphasis. The minimum number of credit hours required for this degree is 33 (or 36 if the thesis option is completed).

Teaching requires knowledgeable, creative, and committed professionals who make informed decisions on behalf of their students. Through studies in education, M.Ed. graduate students become more knowledgeable, skilled and confident teacher leaders. They also learn to collaborate with colleagues, to be lifelong learners, and to lead by example. Courses and research experiences in the graduate program are designed to prepare reflective teacher leaders. This program is also designed to develop knowledge in research, curriculum, supervision, and adaptive strategies meeting the needs of all learners.

The certification concentration is designed for educators who are certified at the initial level in another education field. The graduates of this concentration are prepared to meet the PreK-8 special education certification requirements in Pennsylvania (*see PDE information below). Students in the non-certification concentration will not be prepared for certification in Pennsylvania. The non-certification concentration, for candidates from education and related fields not seeking special education certification, provides the opportunity to develop an understanding of special education programs and services for individuals with exceptional learning needs.

Mission

The mission of the Special Education Degree Program of study (M.Ed.) is to provide candidates with a specialization in special education.

The M.Ed. in Special Education supports the mission of Mansfield University, the Teacher Education Unit, and the Department.

Vision

Graduates with an M.Ed., Special Education degree will be identified as leaders in their schools, districts, and professional organizations as a result of their lifelong dedication to enhance special education services.

Values

Graduate program faculty in the Master of Education, Special Education Degree Program are committed to providing the following:

- Curricula of rigor and relevance through a model of continuous reflection, assessment, and collaboration
- Standards of professional growth and performance that challenge faculty to maintain the highest quality of teaching and that challenge students to a life of scholarship, leadership, and continuous professional growth
- Support of student learning through equitable, caring, and stimulating professional relationships
- Development of students' leadership skills to ensure that their respective schools follow best practice in using evidence-based instruction

Student Learning Outcomes for the Master of Education, Special Education Degree Program

After completion of the M.Ed. degree, students will be able to:

- Use their knowledge to enhance elementary and middle school classroom instruction, design effective assessments, and improve student learning for all children in a variety of settings.

- Develop and nurture collaborations with professional communities and participate in professional organizations to continue growth and enhance professional effectiveness in ever-broadening educational and community settings.
- Draw on knowledge of and collaborations with local communities to ensure an equitable, safe, effective learning environment for all children and to interact with students and families in culturally responsive ways.
- Communicate professional and curricular decisions confidently and effectively, both orally and in writing, to students, parents, administrators, school board officials, and other important stakeholders.

** The following certificate holders may enroll in a Special Education PreK-8 program: N-3; K-6; Pre K-4; 4-8; K-12; and Reading Specialist (PDE Email update June 19, 2015)*

The following two concentrations are available in the M.Ed., Special Education Degree Program:

Special Education Certification Concentration

Coordinator: Dr. Nanci Werner-Burke
Retan Center 207B; (570) 662-4577, nwernerb@mansfield.edu

In this online master's level PreK-8 special education certification concentration, candidates will be prepared to meet the demands for providing special education support in the Pennsylvania public schools. The concentration will provide an intensive and in-depth focus on special education in inclusive and support classrooms. The preparatory course work, based on PDE guidelines, will include knowledge, skills, and field experience in (a) special education foundations; (b) understanding and preventing over-representation of diverse students in special education; (c) prevention and early intervention; (d) development of academic and functional performance needs of students with disabilities; (e) individual learning differences; (f) development of diverse learners in a standards-aligned system focusing upon cognitive, physical, social, behavioral, and language domains; (g) instructional strategies; (h) learning environments and social interactions; (i) least restrictive environment-school wide delivery; (j) communication; (k) literacy development and instruction; (l) instructional planning; (m) instructional strategies for students in inclusive, support, and self-contained settings; (n) assessment; (o) professional and ethical practice; (p) collaboration; and (q) secondary transition. The research, training, and evaluation activities will be geared to the student's grade level certifications.

This concentration will require an early childhood or middle level teacher certification prior to admission into the M.Ed. Special Education Certification Concentration. Coursework equivalents will be accepted from accredited universities and community colleges. The thirty-six credit graduate concentration will include a three (3) credit research course, nine (9) credits of inclusive education courses, three (3) credits of linguistic diversity, twelve (12) credits of special education foundation courses, three (3) credits of related educational topics and a 3-credit course of clinical experience. The clinical practicum course will be taken towards the end of the program as a culminating experience and will consist of a total of 90 hours of field experience. In addition, students will have experience in varied special education service delivery placements. Graduate courses will promote advanced study, action-research, and service and leadership opportunities. Developing professional dispositions and appropriate pedagogical uses of technology will be integrated throughout the concentration.

Candidates must complete departmental requirements of a comprehensive written examination. This should be completed near the end of the program.

Mission

The mission of the Special Education Graduate (M.Ed.) Concentration is to provide candidates with a specialization in special education. The PreK-8 certification concentration is designed for educators who are certified at the Initial level in another education field; these candidates are prepared to meet the special education certification requirements. The M.Ed. in Special Education supports the missions of Mansfield University, the Teacher Education Unit, and the Education and Special Education Department.

Values

Graduate faculty in the M.Ed. Concentration in Special Education with certification are committed to the following:

- Offering opportunities for integration of knowledge
- Permitting greater depth of learning
- Heightening receptivity to new ideas, viewpoints, and beliefs
- Improving research skills and enhance skills of critical analysis
- Building skills in leadership process
- Expanding abilities to work independently
- Encouraging application of acquired knowledge and skills in classroom instruction
- Refining capability to initiate, define, and synthesize viewpoints and concepts
- Developing methods of dealing with change
- Promoting a vision of schools as places of equal access, excellent instruction, and supportive environments for all children

Student Learning Outcomes, Special Education Certification Concentration*

1. Evidence-based Theories
    - Candidates will demonstrate knowledge of evidence-based principles and theories in Special Education (foundations, laws and policy, historical influences, diversity issues, prevention, and early intervention).
2. Knowledge of Students with Disabilities
    - Candidates will demonstrate knowledge of cognition and development of students with disabilities.
3. Assessment
    - Candidates will demonstrate knowledge and skills in identifying, administering, interpreting, and planning instruction based on assessment components, guided by the legal policies and ethical principles of measurement and assessment.
4. Positive Environment
    - Candidates will demonstrate knowledge and skills to create an environment which fosters an appreciation of diversity, a sense of safety and emotional well-being, and positive social interactions.
5. Professionalism
    - Candidates will demonstrate knowledge, skills, and attitudes in professional and ethical practices including the dispositions necessary for effective teaching: maintaining an equitable and safe classroom environment; demonstrating ethical behavior in all practices; exercising responsible judgments in dealings with students, colleagues, and parents; and planning, teaching, and assessing students with a high degree of competence.
6. Family and Community
    - Candidates will demonstrate knowledge and skills in effective collaboration with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
7. Differentiation
    - Candidates will demonstrate knowledge and skills in specially designed instruction in academic and non-academic areas for all service settings through the use of differentiated instruction.

* These outcomes are based on standards issued by the Council for Exceptional Children, http://www.cec.sped.org/, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, Phone: 888-232-773, TTY: 866-915-5000.

Special Education (M.Ed.) Certification Courses

Research

- ED 5500 - Methods and Materials of Research

Special Education Core

- SPE 5501 - Educating Children with Exceptional Learning Needs

- SPE 5530 - Diverse Cultural and Linguistic Learners
- SPE 5543 - Assessment and Behavior Management
- SPE 5544 - Instruction for High Incidence Disabilities

(These courses may be waived for students who have completed them or their transfer-equivalents at the undergraduate level.) A minimum of 33 credits is required for the degree. If any of these courses are waived, the student must replace them with Education, Elementary Education, or Special Education Electives, in order to reach the minimum-required 33 credits.

Special Education Foundations

- SPE 5508 - Instruction for Low Incidence Disabilities
- SPE 5511 - Communication and Communication Disorders
- SPE 5541 - Behavior Adaptation
- SPE 5550 - Advanced Curriculum Development in Special Education

Education Topics

- ELE 5523 - Foundations of Reading Instruction

Field Experience

- SPE 5570 - Clinical Practicum

Total Credit Hours: 33

Special Education Non-Certification Concentration

Coordinator: Dr. Nanci Werner-Burke
Retan Center 207B, (570) 662-4577, nwernerb@mansfield.edu

The special education non-certification concentration provides professionals an understanding of the foundations and theory of the field of special education. This concentration is designed for those interested in the field of special education but not pursuing teacher certification.

Candidates must complete departmental requirements of a comprehensive written examination. This should be completed near the end of the program.

Mission

The mission of the Special Education Graduate program (M.Ed.) of study is to provide candidates with a specialization in special education. The non-certification concentration for candidates from education and related fields not seeking special education certification provides the opportunity to develop knowledge of special education programs and services for individuals with exceptional learning needs. The M.Ed. in Special Education supports the missions of Mansfield University, the Teacher Education Unit, and the Education and Special Education Department.

Values

Graduate faculty in the M.Ed. program with a concentration in Special Education non-certification are committed to the following:

- Offering opportunities for integration of knowledge
- Permitting greater depth of learning
- Heightening receptivity to new ideas, viewpoints, and beliefs
- Improving research skills and enhance skills of critical analysis
- Building skills in leadership process

- Expanding abilities to work independently
- Encouraging application of acquired knowledge and skills
- Refining capability to initiate, define, and synthesize viewpoints and concepts
- Developing methods of dealing with change

Student Learning Outcomes, Special Education Non-Certification*

1. Evidence-based Theories
    - Candidates will demonstrate knowledge of evidence based principles and theories in Special Education (foundations, laws and policy, historical influences, diversity issues, prevention, and early intervention).
2. Knowledge of Students with Disabilities
    - Candidates will demonstrate knowledge of cognition and development of students with disabilities.
3. Assessment
    - Candidates will demonstrate knowledge and skills in identifying, administering, interpreting, and planning instruction based on assessment components, guided by the legal policies and ethical principles of measurement and assessment.
4. Positive Environment
    - Candidates will demonstrate knowledge and skills to create an environment which fosters an appreciation of diversity, a sense of safety and emotional well-being, and positive social interactions.
5. Professionalism
    - Candidates will demonstrate knowledge and skills in professional and ethical practices.
6. Family and Community
    - Candidates will demonstrate knowledge and skills in effective collaboration with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

* The outcomes are based on standards issued by the Council for Exceptional Children, http://www.cec.sped.org/; 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, Phone: 888-232-7733, TTY: 866-915-5000.

Special Education Non-Certification Concentration Courses

Research

- ED 5500 - Methods and Materials of Research

Special Education Foundations

- ED 5540 - School Law
- SPE 5501 - Educating Children with Exceptional Learning Needs
- SPE 5530 - Diverse Cultural and Linguistic Learners
- SPE 5541 - Behavior Adaptation
- SPE 5544 - Instruction for High Incidence Disabilities

Special Education Topics - In consultation with advisor, select 15 credits from the following:

- SPE 5503 - Psycho-Educational Diagnostics
- SPE 5511 - Communication and Communication Disorders
- SPE 5554 - Law and Individuals with Disabilities
- SPE 5560 - Problems in Special Education
- SPE 5580 - Special Education Workshops
- SPE 5581 - Special Education Workshops

Total Credit Hours: 33

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Courses

Contract All Courses |

- ### ANH 5501 - World Cultures

  Comparative study of selected major cultural areas of the world. Institutional patterns characterizing the cultural complexes of Europe and Southwest Asia, South Asia, Southeast Asia, North and South America, and Africa south of the Sahara will be examined. This course improves cultural understanding by developing awareness, appreciation, understanding and sensitivity to other cultures around the world. It looks at the pattern of culture change over time and its impact on people.

  Prerequisites & Notes
  Permission of instructor.

  Credits: 3 SH When Offered: Infrequently offered course

- ### ARE 5533 - Administration and Supervision of Art Education

  The investigation and identification of the roles, duties and responsibilities of art administration and art supervisors. Review the development and implementations of art programs in the public schools and in other environments with practical application directed toward the student's present position.

  Credits: 3 SH

- ### ARE 5534 - Application of Aesthetic Theory

  The concept of relating philosophic application of art and aesthetic content to the nature and comprehension of creativity.

  Credits: 3 SH

- ## ARE 5535 - Art For Students With Diverse Needs

An exploration of types of characteristics of children who are special: either gifted, physically disabled, emotionally disturbed, or culturally deprived, and strategies for art experiences with these children.

Prerequisites & Notes
ED 2205.

Credits: 3 SH

- ## ARE 5536 - History and Philosophy of Art Education

This course entails an exploration of the History of art education and its past and present Philosophies and Theories. Students will examine how socio-cultural forces and events have impacted art education. Current trends and research in art education will be looked at in depth.

Credits: 3 SH

- ## ARE 5537 - Art Across the Curriculum

This course explores methods for incorporating art into other subjects. Students will learn how to develop interdisciplinary (integrated) lessons that address multiple intelligences, are intellectually stimulating, and help develop children's problem-solving skills.

Credits: 3 SH

- ## ARE 5540 - Art in the Community

The course looks at the sepcific needs for community programs that are settings for an art educational experience outside of the K-12 classroom. Nursing homes, pre-schools, and after-school programs will be the focus of the oberservation and participation element of the course.

Prerequisites & Notes
Graduate Art Education status.

Credits: 3 SH Dual Listed: ARE 4440.

- ## ARE 5590 - Art Education in the Elementary Curriculum

A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

Credits: 3 SH

- ## ARE 5593 - Art Education in the Secondary Curriculum

An intensive appraisal of teaching strategies, methods and techniques in the secondary school. Emphasis on investigation and exploration of problems with methods for improvement and practical change.

Credits: 3 SH

- ## ARE 5594 - Qualitative Research in Arts Education

Basic methods and procedures of qualitative research; APA writing style; leads to development of thesis or research project proposal.

Credits: 3 SH Dual Listed: MU 5594

- ## ARE 5598 - Research

In this course the candidate for the M.Ed. in Art will submit a proposal for a research topic in art education. The student will then research the approved topic and write a scholarly document according to research paper specifications.

Credits: 3 SH Notes: This course is taken after completion of all other coursework.

- ## ARE 5599 - Thesis

After completion of all required course work the candidate for the M.Ed. in Art will submit a proposal to his advisor for a research topic. The candidate will complete a written scholarly document for presentation to the graduate committee.

Credits: 6 SH

- ## ARH 5501 - Cultural Origins of Art

A travel-study seminar abroad visiting various countries around the world. The course is planned as an intensive study of the humanities and cultures from which various art styles emerged. The director will conduct lectures throughout the tour.

Credits: 3 SH

- ## ARH 5502 - Art of The Far East

Introduction and some in-depth study of Eastern Art. Cultural areas and arts covered are: India, China and Japan. Method of teaching involves reading, lectures, discussions, museum visits, films, a research and a specialized topic and an oral report on the topic. Students are encouraged to investigate resources, art monuments, collections, objects and philosophy.

Credits: 3 SH

- ## ARH 5503 - Art of The 15th and 16th Centuries

The study of architecture, sculpture and painting in Italy, Flanders, Germany, France and Spain of the 15th and 16th centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.

Credits: 3 SH

- ## ARH 5504 - Major Trends in Art of the 17th and 18th Centuries

A travel-study seminar abroad visiting various countries around the world. Provides intensive study of the humanities and cultures from which various art styles emerge. Lectures will be conducted throughout the tour by the director.

Credits: 3 SH

- ## ARH 5505 - Major Trends in Modern Art

A study of the major movements in modern art since the late nineteenth century, with analysis of techniques and concepts in their historical context; close attention to the characteristics and significance of the work of leading figures and the movements considered.

Credits: 3 SH

- ## ARH 5506 - History of African-American Art

An investigation of contemporary African-American artists and their contributions to American society. An in-depth look into African-American history and its effect on art today.

Credits: 3 SH

- ## ARH 5508 - Art and Mythology of Ancient Greece

A study of the relationship between art and mythology in ancient Greece from the Bronze Age through the Classical and Hellenistic periods.

Credits: 3 SH

- ## ARH 5509 - Women in Art

A study of the accomplishments and contributions of women in art and architecture from antiquity to the twentieth century. Women as subjects in art will also be examined, with emphasis on the cultural and artistic milieu in which they are represented.

Credits: 3 SH

- ## ARH 5510 - Women in Ancient Greek Art

A study of women as subjects and patrons of ancient Greek art, with emphasis on the cultural and artistic milieu in which they are represented.

Credits: 3 SH

- ## ARH 5527 - Major Trends in Architecture

Comprehensive study of the history of monumental buildings. Cultural trends, historical innovations, and individual contributions will

be examined.

Credits: 3 SH

ARH 5528 - Major Trends in American Art

A study of the major trends in the art and architecture of the United States from the colonial period to the present.

Credits: 3 SH

ART 5431 - Printmaking

An exploration into the printmaking processes of woodcut, lithography, serigraphy, calligraphy, etching, and engraving with emphasis on their use for creative expression.

Prerequisites & Notes
ARE 3331 or equivalent.

Credits: 1-6 SH

ART 5501 - Painting

The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience, or to pursue experiments in unfamiliar media to increase the breadth of his/her knowledge.

Prerequisites & Notes
ARE 3301 or equivalent.

Credits: 1-6 SH

ART 5518 - Photography

Prior courses in photography or extensive photographic experience are necessary before taking this level of photography.˜˜All assignments will be on an individual basis with the goal being to give a one-person show at the end.˜˜

Prerequisites & Notes
ARE 3318 or equivalent.

Credits: 1-6 SH

ART 5520 - Graduate Art Seminar

This course was designed to meet the needs of graduate students who are not currently employed as in-service teachers or new graduate students who have not taken Art Seminar (ART 4403) as an undergraduate at Mansfield University. Art Seminar provides students with the opportunity to further exchange ideas, enhance critical dialectic, and to participate in activities relevant to professional artist and art educators. In addition, students enrolled in Graduate Art Seminar will compile, focus, reflect, and organize their educational experience at Mansfield University into an electronic vita and professional portfolio. Students will be expected to give

oral presentations. This course will further prepare Master of Education (M.Ed.), Art majors for a career in teaching.

Credits: 2 SH

ART 5530 - Digital Photography

A course designed to learn the digital camera in acquiring images, in preparing them on the computer for print, and in presenting prints in various formats. This course will sharpen the ability to recognize and develop a personal view of the world through photography.

Prerequisites & Notes
ARE 3330 or equivalent.

Credits: 3 SH

ART 5538 - Multicultural Crafts

This class stresses the mastery skills of 2-D and 3-D craft ideas from around the world. Students will be required to work with a variety of materials and equipment and explore the history of crafts. Projects will be researched and designed on an individual basis.

Prerequisites & Notes
ART 2238 or ART 3338.

Credits: 1-6 SH

ART 5545 - 2-D Fibers

The creative application of the principles and elements of design and color theory to fibers and fabrics. Techniques may include weaving, rug making, dyeing processes, basketry, macram, crochet and lace making.

Prerequisites & Notes
ARE 3345 or equivalent.

Credits: 1-6 SH Dual Listed: ART 3345 and ART 4445.

ART 5546 - 3-D Fibers

Fibers constructions used by ancient peoples to create textiles. Felting leads to spinning. Knitting and knotless netting lead into weaving and basketry. The floor looms are used to explore color and pattern in woven textiles.

Prerequisites & Notes
ART 2240, ART 2244, ART 2248 and ART 2250.

Credits: 1-6 SH Dual Listed: ART 3446 and ART 4446.

ART 5548 - Drawing

An opportunity for the serious drawing student to translate original responses into visual statements that are inventive and personal. Investigations and explorations aimed at developing individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress on dialogue between teacher and student, plus group interaction.

Credits: 1-6 SH

- ## ART 5550 - Figure Drawing

Drawing course concentrating on the visual language of the proportion, gesture, and composition of the human figure. Focus will be on the figure as inspiration, subject matter, abstraction and personal narrative. Exploration of ideas, techniques and “master” works included.

Credits: 1-6 SH Dual Listed: ART 2250 and ART 3350.

- ## ART 5551 - Metalcraft

A studio course in applied metal design and advanced techniques in metalcraft. Project assignment will be based on student’s prior experience and interests in metal. Students will be exposed to a wide variety of methods of manipulating and fabricating metal forms. Student exposure will also include various methods of casting metal.

Credits: 1-6 SH

- ## ART 5565 - Computer Graphics

Hands-on training in educational and graphic applications for teaching. A comprehensive survey of advanced principles and practices on the Macintosh computer as they relate to fine arts, to education, and to the community with media processes.

Credits: 1-6 SH

- ## ART 5571 - Ceramics

An advanced studio course for the art teacher interested in bringing the importance of ceramics (past and modern world) to his or her students.

Credits: 1-6 SH

- ## ART 5581 - Sculpture

A studio course in three-dimensional concepts and advanced techniques in sculpture. Project assignment will be based on student experience and interests in sculptured forms. Students will have the opportunity to work additively or subtractively in wood, stone, metal and will receive exposure to foundry casting.

Credits: 1-6 SH

- ## ART 5593 - Special Topics

This course is constructed each time it is offered to address different contemporary or historical issues, media, and/or techniques of importance in art and art education.

Prerequisites & Notes
ART 2240, ART 2244, ART 2248 and ART 2250.

Credits: 3 SH

- ## ART 5595 - Special Projects

An art project undertaken by an individual with special needs, special interests or special problems in art or art education. The student and instructor will mutually develop project goals.

Credits: 1-6 SH Permission Required: Permission of the instructor, chairperson and Associate Provost are required.

- ## ART 5596 - Exhibition

Planning and execution of an exhibition of artwork produced during graduate studies. Contextual paper, artist statement, reception, advertising, as well as making the original art for display will be involved in this practice-based research project.

Prerequisites & Notes
Graduate Art Education status.

Credits: 6 SH

- ## BIO 5561 - Management of Small Impoundments

Theory, practice, and demonstration of managing farm ponds for optimal sport fishing.

Prerequisites & Notes
6 SH of college biology and permission of instructor.

Credits: 3 SH When Offered: Infrequently offered course

- ## BIO 5562 - Management of Streams and Large Impoundments

Theory, practice, and demonstration of managing streams, rivers, natural lakes and large impoundments for optimal sport fishing.

Prerequisites & Notes
6 SH of college biology and permission of instructor.

Credits: 3 SH When Offered: Infrequently offered course

- ## COM 5545 - Effective Communication in Leadership Roles

Leadership is inherently communicated and in order to lead one must be able to communicate effectively to and with followers. This proposed course will explore modes of communication and leadership and the strengths and weaknesses of those models. Students

will examine issues facing leaders such as diversity, the communication of organizational values, response to change, presenting oneself effectively and other concerns. Students will be expected to articulate a perspective of their leadership style and the appropriateness of that style to their work environment.

Credits: 3 cr.

- ## ED 5500 - Methods and Materials of Research

An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis and development of reliable conclusions.

Credits: 3 SH

- ## ED 5505 - Educational Psychology

Focuses upon the application of learning theory principles in educational settings. This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching. Students will learn how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching.

Credits: 3SH

- ## ED 5506 - Field Experience

This is a site-based pre-student teaching field experience in a diverse ethnic, language or SES community. Students will participate daily in public school classrooms in their field of study. Based on the site location, students will participate in community projects, interact in learning forums with other pre-service teachers and visit historical and cultural sites and museums.

Credits: 9SH

- ## ED 5510 - Fostering Adolescent Content Literacy

Investigates current and foundational research on adolescent learning theory as it applies to literacy development and acquisition. Provides proven core strategies that develop lifelong literacy skills and allow students to make meaning through interaction with varied forms of text, including non-print media, with the goal of enhancing student's content comprehension and access to vocabulary. Designed for the needs of the secondary content area teacher. Offered in a modular timeframe format.

Credits: 3 SH Dual Listed: ED 3310.

- ## ED 5531 - Social Foundations of Education

The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.

Credits: 3 SH

- ## ED 5532 - Historical Foundations of Education

The historical development of American education and study of European influences on the philosophies and practices of American schools. Historical trends are related to current problems and practices in education.

Credits: 3 SH

- ## ED 5535 - Foundations of Education

A study of the people and forces that impact American education through study of the history and philosophy of education. Development of new perspectives on contemporary educational issues.

Credits: 3 SH

- ## ED 5540 - School Law

Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The course is designed for persons concerned with the implications of school law.

Credits: 3 SH

- ## ED 5545 - Analysis and Evaluation of Pupil Growth

Current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives.

Credits: 3 SH When Offered: Infrequently offered course

- ## ED 5553 - Applications in Literacy Coaching

Field-based literacy coaching for certified reading specialists. Emphasis on needs-analysis and effective and collaborative professional development in literacy-related pedagogy in the school setting.

Prerequisites & Notes
Reading Specialist certification.

Credits: 3 SH Dual Listed: ELE 5553.

- ## ED 5554 - Curriculum: Principles and Contemporary Thought

A course which studies significant curriculum concepts giving particular attention to the following areas of curriculum study: (1) the dimensions of curriculum as a field of study, (2) forces affecting the curriculum, (3) the anatomy of the curriculum, (4) quality of curriculum, and (5) processes of curriculum development and implementation.

Prerequisites & Notes
Certification in an area of education or one of the following courses: ED 5545, ED 5531, ED 5532, ED 5533 or ED 5535.

Credits: 3 SH

- ## ED 5562 - Cross-Curricular Teaching with Children's Literature

Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

Credits: 3 SH Dual Listed: ELE 5562

- ## ED 5565 - Children's Literature for the Middle Grades

An investigation of the types and uses of children's literature in middle grades, 4-8, with discussion of genres, integration of reading and writing, introduction of literary analysis, reading across the curriculum, and activities to foster literary appreciation, criticism, and creative expression.

Credits: 3 SH Dual Listed: ELE 5565

- ## ED 5568 - Selected Topics in Children's Literature

An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

Credits: 3 SH Dual Listed: ELE 5568

- ## ED 5569 - Children's Literature in the Classroom: Related Research

Content is designed as a seminar to provide an overview of major research findings in the area of teaching children's literature and to allow students to pursue a topic of interest through an investigation of research.

Credits: 3 SH Dual Listed: ELE 5569

- ## ED 5570 - Endless Mountain Summer Writing Institute

An affiliate of the National Writing Project (which is a sponsor in this grant-funded program) that offers educators in all disciplines and curricular areas the opportunity to come together as a diverse professional community of both teachers and writers. Workshops will include professional readings that focus on writing as a way of learning, daily writing/response sessions, and teacher demonstrations.

Credits: 6 SH Dual Listed: ELE 5570 Notes: Participation in the projects' post-institute professional development program is required.

- ## ED 5571 - Endless Mt Writing Project Advanced Institute

Advanced inquiry into the role of the teacher as writer, researcher, change agent and professional leader. Enrollment is by invitation; prior application and interview are required, as is documented completion of a National Writing Project Summer Institute.

Prerequisites & Notes
Successful completion of a National Writing Project Summer Institute at an NWP-approved site.

Credits: 3 SH Permission Required: Yes

- ## ED 5592 - The Teacher and Educational Leadership

Culminating examination of basic problems and current trends in education, emphasizing the role of the teacher as professional leader in improving the educational program. An individual final project will be completed outlining a professional course of action for the chosen problem. The course is for elementary (M.Ed) and secondary (M.S.Ed.) program students during their final semester of graduate studies.

Prerequisites & Notes
ED 5500.

Credits: 3 SH When Offered: Infrequently offered course Dual Listed: ELE 5592.

- ## ED 5596 - Supervision: Principles and Current Practices

This course introduces principles and practices of supervision that support the professional development of teachers. Topics include the role of teaching and learning to teach; components of effective teaching; Mansfield University's teacher education programs, including student teaching; supervision versus evaluation; clinical supervision; and multi-cultural issues related to supervision.

Prerequisites & Notes
Certification in an area of education or one of the following courses: ED 5545, ED 5531, ED 5532, ED 5533, or ED 5535.

Credits: 3 SH

- ## ED 5597 - Independent Study

Designed for particular student needs relevant to specific problem areas and/or needs in the student's school district.

Credits: variable credit

- ## ED 5600 - Continuous Enrollment

Continuous enrollment provides library access to graduate students who have completed their graduate courses and are working on a thesis or oral presentation.

Credits: 0 SH Notes: The course may be repeated.

- ## ED 6601 - Critical Topics Seminar for Supervisors

A seminar providing a theoretical and practical base for topics related to school supervision.

Credits: 3 SH

- ## ED 6602 - Internship in School Supervision

(Elementary Education, Secondary Education, and Special Education) Internship in school supervision is a post-master's supervised, professional, on-site field experience in a supervisory setting. During the internship, a full-time practicum in schools, the candidate will assume the role of the supervisor in practice under the guidance of well-qualified school personnel actively engaged in supervision. University staff will regularly visit the internship site to observe, advise, and evaluate as the candidate relates theory to practice.

Credits: 3 SH

- ## EDTL 6604 - (LH): Designing Assessments Using performance Standards

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

Credits: 3 SH

- ## EDTL 6609 - (LH): Classroom Management & Control

Designed to promote student mastery of theory and practice related to classroom management. Explores Glasser's choice theory, a humanistic view, quality school I implementation, Cantor's assertive discipline, a technical view, and the practical uses of these concepts with students in the classroom. Students develop a repertoire of strategies to use for preventing and managing classroom discipline with all types of students and situations.

Credits: 3 SH

- ## EDTL 6694 - (LH) Reflective Practice and Action Research II

The purpose of this course is to provide graduate students experiences in executing and reporting classroom based, action research. In addition, as a culminating program activity, it provides the opportunity to develop a professional portfolio which brings together all of the learning experiences along with a reflective statement that represents the students philosophy, teaching/learning theories and practices, and evidences of professional growth throughout the program.

Prerequisites & Notes
Restricted to graduate students who have successfully completed 12 graduate credits including EDTL 6600 or approval from the instructor.

Credits: 3 Cr.

- ## ELE 5502 - Innovative Educational Practices

A course designed to give students opportunities to critically examine innovative ideas, plans and practices; to develop strategies and models, which can be tested in classroom situations; and to participate in sessions designed to critically appraise these strategies and models.

Credits: 1-3 SH When Offered: Infrequently offered course

- ## ELE 5503 - Elementary Language Arts

The course examines theory, research, and practices of effective integrated elementary language arts instruction. Methods of teaching listening, speaking, reading, writing, viewing, and visual representations are discussed. Featured topics include elementary writing instruction, spelling, grammar, handwriting, word study, poetry, technology, reader's theater, and uses of children's literature to teach language arts. Students who have previously taken ELE 4403 in an on-line format may not take ELE 5503.

Credits: 3SH

- ## ELE 5505 - Seminar in Early Childhood Education

An advanced seminar in planning developmentally appropriate, early childhood programs. Topics include: theories of teaching and learning; planning integrated curriculums with thematic units and centers; guiding children's learning; assessing and evaluating learning; including all children and their families.

Credits: 3 SH

- ## ELE 5523 - Foundations of Reading Instruction

Theories of reading development; approaches to reading instruction; effective classroom organizations and practices; emergent literacy; content area reading; developing word identification and comprehension strategies; integrated language arts and literature in teaching reading.

Credits: 3 SH

- ## ELE 5524 - Diagnosis of Reading Difficulties

Identifying reasons for reading failure; characteristics, advantages, and shortcomings of formal and informal assessments; naturalistic assessment techniques; selecting appropriate assessments for individual students; communicating with parents; professional roles of the reading specialist.

Credits: 3 SH

- ## ELE 5528 - Developmental and Remedial Reading in the Middle and Secondary School

Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.

Credits: 3 SH

- ## ELE 5529 - Remediation of Reading Difficulties

Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

Credits: 3 SH

- ## ELE 5530 - Reading and Study Practicum (Elementary)

Culminating supervised practicum experience in the reading specialist certification program. Assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

Credits: 3 SH

- ## ELE 5531 - Reading and Study Practicum (Middle and Secondary School Students)

Culminating supervised practicum experience in the reading specialist certification program; assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

Prerequisites & Notes

At least 3 of the following courses: ELE 5523, ELE 5524, ELE 5528, ELE 5529; ELE 5530 and ELE 5531 are offered in even numbered summers only and must be taken in the same summer; ELE 5530 and ELE 5531 cannot be transferred from another college or university.

Credits: 3 SH

- ## ELE 5550 - Advanced Child Growth and Development

Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence.

Credits: 3 SH

- ## ELE 5553 - Applications in Literacy Coaching

Field-based literacy coaching for certified reading specialists. Emphasis on needs-analysis and effective and collaborative professional development in literacy-related pedagogy in the school setting.

Prerequisites & Notes

Prerequisite: Reading Specialist certification.

Credits: 3 SH Dual Listed: ED 5553.

- **ELE 5560 - Children's Literature, A Multi-Cultural Approach**

A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.

Credits: 3 SH Dual Listed: ED 5560

- **ELE 5561 - Children's Literature, N-3**

An investigation of types and uses of children's literature in early childhood and early elementary settings; emphasis on genres, children's responses, teachers' roles, reading and writing workshops, guided reading, fostering literary appreciation, incorporating literature throughout the curriculum; varied means of promoting active participation with picture books.

Credits: 3 SH

- **ELE 5562 - Cross-Curricular Teaching with Children's Literature**

Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

Credits: 3 SH Dual Listed: ED 5532

- **ELE 5565 - Children's Literature for the Middle Grades**

An investigation of the types and uses of children's literature in middle grades, 4-8, with discussion of genres, integration of reading and writing, introduction of literary analysis, reading across the curriculum, and activities to foster literary appreciation, criticism, and creative expression.

Credits: 3 SH Dual Listed: ED 5565

- **ELE 5568 - Selected Topics in Children's Literature**

An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

Credits: 3 SH Dual Listed: ED 5568

- **ELE 5569 - Children's Literature in the Classroom: Related Research**

Content is designed as a seminar to provide an overview of major research findings in the area of teaching children's literature and to allow students to pursue a topic of interest through an investigation of research.

Credits: 3 SH Dual Listed: ED 5569

- ## ELE 5570 - Endless Mountain Summer Writing Institute

An affiliate of the National Writing Project (which is a sponsor in this grant-funded program) that offers educators in all disciplines and curricular areas the opportunity to come together as a diverse professional community of both teachers and writers. Workshops will include professional readings that focus on writing as a way of learning, daily writing/response sessions, and teacher demonstrations. Participation in the projects' post-institute professional development program is required.

Credits: 6 SH Dual Listed: ED 5570

- ## ELE 5571 - Endless Mt Writing Project Advanced Institute

Advanced inquiry into the role of the teacher as writer, researcher, change agent and professional leader. Enrollment is by invitation; prior application and interview are required, as is documented completion of a National Writing Project Summer Institute.

Prerequisites & Notes
Successful completion of a National Writing Project Summer Institute at an NWP-approved site.

Credits: 3 SH Permission Required: Yes

- ## ELE 5584 - Mathematics for the Elementary School Teacher

The purpose of this course is to prepare and/or update elementary school teachers' skills for teaching mathematics in the "Information Age." Curriculum and Evaluation Standards for School Mathematics (NCTM Standards), provides the basis for instruction. Focus will be on curricular changes and emphases, instructional methodology and use of materials, and development of skills required of elementary school teachers.

Credits: 3 SH

- ## ELE 5586 - Recent Trends in Social Studies

A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; projection of a program using the potentials of the social studies in a dynamically changing world.

Credits: 1-3 SH

- ## ELE 5587 - Elementary Science, Curriculum and Instruction

Explores principles, problems and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.

Credits: 1-3 SH

- ## ELE 5592 - The Teacher and Educational Leadership

A culminating examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. An individual final project will be completed outlining a professional course of action for

the chosen problem. The course is for Elementary (M.Ed) and Secondary (Ms.Ed) program students during their final semester of graduate studies.

Prerequisites & Notes
ED 5500.

Credits: 2-3 SH When Offered: Infrequently offered course Dual Listed: ED 5592.

- ## ENG 5501 - Selected Topics in British Literature

An in-depth study of a particular area of British Literature, may include classroom applications.

Credits: 3 SH

- ## ENG 5503 - Selected Topics in World Literature

An in-depth study of a particular area of World Literature (excluding American and British Lit), may include classroom applications.

Credits: 3 SH

- ## ENG 5504 - Selected Topics in Linguistics and Grammar

An in-depth study of a particular area of Linguistics and Grammar, may include classroom applications.

Credits: 3 SH

- ## ENG 5506 - Selected Topics in Literary Theory and Criticism

An in-depth study of a particular area of Literary Theory and Criticism, may include classroom applications.

Credits: 3 SH

- ## ENG 5507 - Selected Topics in Creative Writing

An in-depth study of a particular area of Creative Writing, may include classroom applications.

Credits: 3 SH

- ## ENG 5508 - Selected Topics in American Literature

An in-depth study of a particular area of American Literature, may include classroom applications.

Credits: 3 SH

- ## ENG 5509 - Selected Topics in Composition Pedagogy

Credits: 3 SH

- ## GEG 5515 - Special Problems in Geography

Offers extensive field experience and the opportunity to observe, first-hand, a variety of natural and human processes and phenomena.

Credits: 2-4 SH When Offered: Infrequently offered course

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Courses

Contract All Courses |

- ### HST 5500 - Historiography

  Acquaints the student with basic techniques and procedures in research; treats research and the methods of locating, evaluating and interpreting evidence. The student develops a tentative outline, bibliography and summary of investigative procedure for a research project.

  Credits: 3 SH

- ### HST 5519 - History of Pennsylvania

  An in-depth examination of the political, economic, cultural and social development of Pennsylvania, which also involves the role of the Native American and local history.

  Credits: 3 SH

- ### HST 5520 - The Teaching of History in the Secondary Schools

  Creation of a teaching unit in history directly transferable to the secondary teaching situation.

  Credits: 3 SH

- ### HST 5531 - Topics in United States History

  An in-depth study of a special area of American history that is of current interest with an emphasis on teaching this topic.

  Credits: 3 SH

- ### HST 5532 - Topics in World History

  An in-depth study of a special area of world history that is of current interest, with an emphasis on teaching this topic.

  Credits: 3 SH

- ## HST 5533 - Topics in European History

An in-depth study of a special area of European history that is of current interest, with an emphasis on teaching this topic.

Credits: 3 SH

- ## HST 5595 - Special Projects

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Permission of the instructor, chairperson and Associate Provost are required.

Credits: 1-6 SH When Offered: Infrequently offered course

- ## MA 5501 - Selected Topics

This course will consist of topics related to the interests of the instructor, and will lie beyond or outside of the undergraduate curriculum.

Prerequisites & Notes
Undergraduate coursework in mathematics to depend on topic.

Credits: 3 SH

- ## MA 5508 - Stochastic Models

A study of random variables, moment-generating and characteristic functions, limit theorems, stochastic processes including: Markov chains, random walks, Poisson processes, queuing theory, Kolmogorov equations, and Brownian motion.

Prerequisites & Notes
MA 2233, a proof-based mathematics course, and some basic knowledge in probabilty.

Credits: 3 SH

- ## MA 5531 - Introduction to Manifolds

This course introduces the concept of a manifold, and uses it to explain how the traditional Euclidean and non-Euclidean geometries are simply special cases of this more general type of space. Specific topics will include the curvature of curves and surfaces, geodesics, topology of surfaces, the Gauss-Bonnet theorem, introduction to 3-manifolds, and visualizing the curvature of space.

Prerequisites & Notes
Upper-level undergraduate course in geometry.

Credits: 3 SH

- ## MA 5560 - Abstract Algebra

This course expands on the abstract algebraic structures covered in undergraduate modern algebra courses. Topics include the theory of groups, rings, vector spaces and Boolean algebras, field extensions, and application of groups or rings.

Prerequisites & Notes
Upper-level undergraduate course in modern algebra.

Credits: 3 SH

- ## MA 5580 - Advanced Linear Algebra

This course will continue the development of linear algebra beyond the undergraduate level. Topics will include vector spaces, linear maps, eigenvectors and eigenvalues, inner product spaces, and determinants.

Prerequisites & Notes
Undergraduate linear algebra course.

Credits: 3 SH

- ## MA 5597 - Independent Study

This independent study course is provided to allow a student with a substantial undergraduate background in mathematics to explore an area of mathematics under the guidance of a mathematics faculty member.

Credits: 1 - 3

- ## MAP 5500 - Voice Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree.

- ## MAP 5510 - Piano Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- ## MAP 5515 - Applied Conducting

Private study in the art of conducting. Students develop and refine conducting skills, applying learned techniques and gestural language to various musical compositions.

Credits: 1-2 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5520 - Organ Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5530 - Flute Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5531 - Oboe Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5532 - Clarinet Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5533 - Bassoon Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5534 - Saxophone Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5540 - Trumpet Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the

professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- ## MAP 5541 - Horn Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- ## MAP 5542 - Trombone Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- ## MAP 5543 - Euphonium Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- ## MAP 5544 - Tuba Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- ## MAP 5550 - Violin Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- ## MAP 5551 - Viola Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5552 - Cello Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5553 - Bass Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5557 - Guitar Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5560 - Percussion Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 6600 - Voice**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6610 - Piano**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6615 - Applied Conducting**

Private study of the art of conducting. Students develop and refine conducting skills, applying learned techniques and gestural

language to various musical compositions.

Credits: 1-2 SH Notes: The courses offer one or two SH per semester or term and may be re-elected for additional credit. A maximum of four SH may be applied to the degree. (Part-time students register for one credit per semester.) After four SH in the primary applied instrument and in consultation with the applied professor, students may choose to register for MU 5596 Recital

- ## MAP 6616 - Collaborative Piano

The course will address issues specifically pertaining to the piano in a collaborative setting. This will include score study, coaching sessions with other musicians, rehearsal techniques. This course will focus on the music being prepared for the required recitals (MU 5596) as well as assigned accompaniments.

Credits: 1-2 SH

- ## MAP 6630 - Flute

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6631 - Oboe

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6632 - Clarinet

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6633 - Bassoon

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6634 - Saxophone

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6640 - Trumpet

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6641 - Horn

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6642 - Trombone

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6643 - Euphonium

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6644 - Tuba

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6650 - Violin

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6651 - Viola

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6652 - Cello

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6653 - Bass

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6657 - Guitar

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6660 - Percussion

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MAP 6670 - Recital

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- ## MEN 5500 - Concert Choir

A select mixed choir of about 55 voices. Rehearses four hours a week on choral literature spanning five centuries and in a variety of

languages. Joins with Festival Chorus to form an ensemble for women and men each fall and takes an annual tour in the spring. The group has performed at state, regional, and national conventions, has produced numerous recordings, and tours internationally every three years. Open to qualified graduate students.

Credits: 1 SH

- ## MEN 5501 - Festival Chorus

A mixed chorus of over 100 voices; open to all university students as well as community singers. The group rehearses three hours a week and performs a wide variety of choral styles in the fall semester and major choral works with professional soloists and orchestra during the spring semester. Members of the group also join with the Concert Choir to form separate women's and men's choruses in the fall semester. The Festival Chorus has produced numerous recordings. Open to graduate students by placement into a section.

Credits: 1 SH

- ## MEN 5502 - Opera Workshop

The study and performance of operatic scenes or full scale operatic productions chosen according to the abilities of the students in the workshop. Under supervision, students perform in, musically direct, coach, accompany, conduct and stage direct various scenes.

Credits: 1 SH Dual Listed: MEN 3302.

- ## MEN 5503 - Mansfieldians

A highly select small ensemble specializing in vocal jazz and chamber choir music. The Mansfieldians tour with the MU Jazz Ensemble each year. The group also gives an annual holiday dinner concert and makes frequent guest appearances on behalf of the university. Rehearses three hours a week. An audition is required.

Credits: 1 SH

- ## MEN 5504 - Chamber Singers

A highly select vocal ensemble of 12-20 voices established for the study and performance of repertoire from the vocal chamber idiom. Literature includes madrigals & motets from the 16^{th} and 17^{th} centuries, Bach cantatas, part-songs of the 18^{th} and 19^{th} centuries, and contemporary selections. The ensemble performs both on and off campus. An audition is required for membership.

Credits: 1 SH

- ## MEN 5505 - Vocal Ensemble

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5506 - Musical Theatre Production**

The study and performance of a full-scale musical production done in conjunction with the department of speech, communications and theatre. Students will participate in all performance and technical aspects of the production.

Credits: 1 cr.

- **MEN 5510 - Piano Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5530 - Concert Wind Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5531 - Mountie Marching Band**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5532 - Symphonic Band**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5533 - Woodwind Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5534 - Brass Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of

advanced music study.

Credits: 1 SH

- ## MEN 5535 - Concert Jazz Band

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- ## MEN 5536 - Small Jazz and Commercial Ensemble

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- ## MEN 5537 - Summer Music Institute Ensemble

This ensemble is designed for master's degree candidates during the summer music institute. The group serves as a lab group for conductors and also provides performance opportunities for students in the master of arts degrees in music education and collaborative piano.

Credits: 1

- ## MEN 5550 - Orchestra

The Mansfield University Symphony Orchestra provides an opportunity for experienced university and community musicians to participate in the performance of standard symphonic literature. The orchestra presents concerts each semester, accompanies outstanding student soloists, and is a touring ensemble.

Credits: 1 SH

- ## MEN 5551 - String Ensemble

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- ## MEN 5557 - Guitar Ensemble

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- ## MEN 5560 - Percussion Ensemble

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- ## MU 5241 - General Music Methods K-12

Studies the developmental and musical characteristics of children ages 5-18. Emphasizes teaching the elements of music through age-appropriate activities. Includes a survey of current materials as well as observation/participation in the local schools. Particular attention is given to curricular development for general music classes and elective courses in grades K-12.

Credits: 3

- ## MU 5500 - Methods and Materials of Research

Basic techniques, procedures and sources. Selections of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.

Credits: 3 SH

- ## MU 5501 - World Musics

Musics of the five continents are explored with particular emphasis on each tradition’s cultural function. Provides the fundamental research and comparative skills needed to understand and listen to selected non-Western music. Includes discussions of how Western art and popular music incorporate these styles. Field study and ethno-musicological techniques are explored.

Credits: 3 SH

- ## MU 5505 - Techology in Music Education

Studies current trends in technology for the music classroom. Special focus on educational software, online resources, Smartboard, notation software, and application to the music classroom and ensemble rehearsal.

Credits: 1

- ## MU 5510 - Form and Analysis

Various methods of musical analysis are studied and applied to compositions representative of various periods of music history.

Credits: 3 SH

- ## MU 5513 - Electronic Music

Survey of electro-acoustic music technology with emphasis on MIDI applications. Provides hands-on experience with computer-based sequencing and audio editing notation.

Credits: 2 SH

- ## MU 5514 - Computer-Based Music Notation

The course provides hands-on instruction in computer-based music notation. Common software applications (Finale, Sibelius, etc.) and standard conventions and techniques of music notation are explored.

Credits: 1 SH

- ## MU 5515 - Instrumental Scoring

Arranging for various families and choirs of instruments, culminating in an arrangement of a suitable organ or piano composition for a concert group. Pre-requisite: An undergraduate course in orchestration.

Prerequisites & Notes
Pre-requisite: An undergraduate course in orchestration.

Credits: 3 SH When Offered: Infrequently offered course

- ## MU 5518 - Advanced Composition

Students develop and work on individual compositions, thus deepening their knowledge and skill in musical composition.

Credits: 1-3 SH When Offered: Infrequently offered course Notes: May be repeated for credit up to a maximum of 6 SH.

- ## MU 5519 - Interpretation of Selected Repertory

Interpretative techniques are studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his/her professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects.

Credits: 3 SH When Offered: Infrequently offered course

- ## MU 5520 - Song Literature

The development of monophonic song from the days of the troubadours and trouvers to the present. Emphasis is on the history of the German lied, French Melodie, Italian, Spanish, and solo song in the British Isles and the United States.

Credits: 3 SH

- ## MU 5521 - Choral Literature

The study of choral repertoire from each historical period including literature from the spiritual, folk, and jazz idioms. The course will include music for choirs from elementary school through collegiate levels as well as issues regarding performance practices, vocal warm-ups, and rehearsal techniques.

Credits: 2 SH

- ## MU 5523 - Studies in Keyboard Literature

Keyboard literature including organ, “clavier” and piano. Examples are drawn from early and later sources according to the interests and requirements of the student.

Credits: 3 SH

- ## MU 5529 - Seminar in Music Literature

An intensive study of selected examples of musical literature with emphasis on comparative, historical, and stylistic developments.

Credits: 3 SH

- ## MU 5537 - Wind Band Literature

The study of wind band literature considered standard in performance repertoire with an emphasis on developing the skills to recognize works that are artfully crafted.

Prerequisites & Notes
None for MA candidates, MU 3351 and MU 3315 for undergraduates.

Credits: 2 SH

- ## MU 5538 - Conductor’s Literature

The study of standard literature in the performance repertoire of wind band and orchestral ensembles. An emphasis on developing the skills to recognize works that are artfully crafted, explore the origins of wind-band music, identify great literature for both wind-band and orchestra and assess the development and direction of current trends. While repertoire emphasized will be of the highest quality, one of the major benefits of the course will be to explore literature for all levels of programming, from beginning to professional levels.

Credits: 2

- ## MU 5540 - History and Philosophy of Music Education

Philosophical and historical foundations of music education from the time of the ancient Greeks to the present. Special emphasis on music education in the U.S. and music as an aesthetic experience.

Credits: 3 SH

- ## MU 5541 - Instrumental Methods

The role of the music educator in positions of administration and supervision. An analysis of administrative functions including the definition of purpose, planning, organizing, directing, evaluating, and improving school music programs.

Credits: 2 SH

- ## MU 5543 - Seminar in Music Education

Identification and formulation of the principles, philosophies, and objectives of music education.

Credits: 3 SH

- ## MU 5545 - Vocal/Choral Music Methods

The study of a suitable choral program in an institutional setting. The course emphasizes the teaching of voice and ensemble singing through the developmental stages of singers, from child to adult. Students observe and participate in vocal/choral music-making with elementary through collegiate level choirs.

Prerequisites & Notes
Prerequisites: undergraduate music degree and MU 5550.

Credits: 2 SH

- ## MU 5547 - Orff-Schulwerk: Level I

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the introductory techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level I certification according to the guidelines of the American Orff-Schulwerk Association.

Credits: 3 SH

- ## MU 5550 - Advanced Choral Conducting

The course is designed to give graduate students the opportunity to refine their choral conducting skills, advance their knowledge of choral literature and performance practices, and increase their understanding of vocal techniques through group study and individual conducting experiences.

Credits: 2 SH

- ## MU 5551 - Advanced Instrumental Conducting

Study and analysis of all phases of baton techniques, rehearsal methods and score reading.

Credits: 2 SH

- ## MU 5552 - Diction I for Singers

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in Italian, Latin and German, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

Credits: 2 SH

- ## MU 5553 - Diction II for Singers

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in English and French, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

Credits: 2 SH

- ## MU 5557 - Music Theatre Production

A course providing the non-professional stage director with a working knowledge of the skills needed to stage and direct a musical production.

Credits: 3 SH

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Courses

- ### MU 5558 - Instrument Repair

  Through lectures, demonstrations, and laboratory work this course will present the nomenclature, techniques of proper care, and effective means of treating the various repairs, which can be made with simple equipment usually available to instrumental teachers in the schools. It will be limited to band and orchestra instruments in the brass, woodwind, percussion, and string families.

  Credits: 1 SH When Offered: Infrequently offered course

- ### MU 5559 - Marching Band Techniques and Materials

  A detailed study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

  Credits: 3 SH

- ### MU 5560 - Practical Leadership and Administration in Music

  Practical Leadership and Administration in Music is designed to prepare music professionals for many duties associated with, but outside of the typical musical aspect of their profession. Topics covered will included budgeting; development; advocacy; public relations; program management; programming/ event planning; recruitment; inventory and maintenance; uniform acquisition; equipment purchase; travel planning; assessment; library management, and; scheduling. This course is offered in summers only and a one day residency is required as part of the course. Students will create projects in all areas that may be useful in developing a job search portfolio.

  Credits: 2 SH

- ### MU 5561 - Jazz Improv I

  A course in the study of the fundamentals of jazz improvisation. Includes study of standard chords types found in major keys and scales related to those chords. Develops ability to improvise over blues and tunes that focus on turnarounds in major keys.

  Credits: 2 SH

- ### MU 5562 - Jazz Improv II

Continuation of MU 5561. A course in the study of the fundamentals of jazz improvisation. Includes study of standard chord types found in minor keys, altered dominant chords and the scales related to those chords. Develops ability to improvise over tunes that focus on turnarounds in major and minor keys.

Credits: 2 SH

- ## MU 5563 - Jazz Materials and Techniques

Acquaints current or prospective director of secondary school jazz ensembles with materials and techniques appropriate to the idiom.

Credits: 2 SH

- ## MU 5564 - Jazz Arranging I

A course in the study of the fundamentals of jazz arranging.

Credits: 2 SH

- ## MU 5566 - Advanced Arranging

This online course is designed to develop advanced arranging skills for the professional musician. Orchestration techniques for marching band, jazz band, concert band, chamber music, orchestra and chorus will be covered. Students will select projects that are directly linked to their specialty in music and will be mentored through the realization of two to four arranging activities. Students must have access to finale and/or Sibelius software.

Prerequisites & Notes
Students should have taken an orchestration course prior to entering this course.

Credits: 2

- ## MU 5571 - Vocal Pedagogy

Includes teaching problems and materials, techniques, and literature related to Vocal Pedagogy.

Credits: 2-3 SH Dual Listed: MU 4471.

- ## MU 5572 - Piano Pedagogy

Includes teaching problems and materials, techniques, and literature related to Piano Pedagogy.

Credits: 2 SH

- ## MU 5574 - String Pedagogy

Includes teaching problems and materials, techniques, and literature related to String Pedagogy.

Credits: 2 SH

- ## MU 5575 - Woodwind Pedagogy

Includes teaching problems and materials, techniques, and literature related to Woodwind Pedagogy.

Credits: 2 SH

- ## MU 5576 - Brass Pedagogy

Includes teaching problems and materials, techniques, and literature related to Brass Pedagogy.

Credits: 2 SH

- ## MU 5577 - Percussion Pedagogy

Includes teaching problems and materials, techniques, and literature related to Percussion Pedagogy.

Credits: 3 SH

- ## MU 5578 - Pedagogy of Music Theory

A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.

Credits: 3 SH When Offered: Infrequently offered course

- ## MU 5593 - Music Graduate Oral Examination

During the final semester of study and prior to graduation, a comprehensive oral examination must be passed. The comprehensive examination will cover music theory, music history and the primary concentration. The exam should be completed no later than two weeks prior to the final exams of the last term of study. A meeting to schedule the examinations should occur with the department chair at the start of final semester of study. Consult the music department for preparation of this examination.

Credits: 0

- ## MU 5596 - Recital

A formal recital given in the major performing medium represents the culmination of study in the applied area.

Prerequisites & Notes
Four graduate SH in the performing medium of the recital program.

Credits: 2 SH

- **MU 5597 - Independent Study**

Credits: 1-3 SH

- **MU 5598 - Research Project**

Credits: 3 SH

- **MU 5599 - Thesis**

Credits: 6 SH

- **NTR 5500 - Nutrition Seminar**

Students taking this course will learn and refine professional skills in the following areas: writing for social media, using social and electronic media in meeting client objectives, leading effective behavioral change in the workplace, and selecting appropriate nutrition interventions for the target audience.

Credits: 3cr.

- **NTR 5520 - Nutrition in Public Health and Wellness**

Students taking this class will explore the role of nutrition practitioners in health promotion and disease prevention. Students will learn more about public health and consumerism, including the role of social media in public health nutrition and wellness. Students will conduct an investigation of government and private nutrition assistance programs.

Credits: 3cr.

- **NTR 5530 - Entrepreneurial Nutrition**

Students taking this course will engage in discussions regarding entrepreneurial approaches to nutrition practice. Students will explore how nutrition entrepreneurs utilize the web. Students will have an opportunity to write and evaluate business plans and marketing plans.

Credits: 3cr.

- **NTR 5540 - Nutrient Metabolism for Professionals**

An examination human nutrient metabolism with an emphasis on current research studies related to carbohydrates, lipids, and protein metabolism. Students will evaluate theories using evidence-based research data bases.

Credits: 3cr.

- **NTR 5549 - Special Topics in Nutrition**

Students in the Nutrition MS program will vote as a group two semesters in advance to determine the content of this course. Potential topics will be determined by student interest in trendy topics presented at the Academy of Nutrition and Dietetics' annual meeting for the current year.

Credits: 3cr.

NTR 5550 - Pathophysiology and Nutrition Therapy

Students enrolled in this course will explore pathophysiology related to diseases commonly encountered by nutrition professionals. Topics discussed in this course include the etiology of disease states and the relationship of nutrition to disease onset, disease prevention, and disease treatment.

Credits: 3cr.

NTR 5560 - Good, Bad, and Ugly of Supplements and Functional Foods

Students taking this course will conduct an in depth examination of vitamins, minerals, and other supplements and functional foods to determine their use, contraindications, and safety.

Credits: 3cr.

NTR 5599 - Nutrition Capstone

Students enrolled in this class will complete a thesis or professional research project. Projects will build upon students' educational and professional backgrounds. At the course conclusion, students will present oral summaries of their research projects to their peers, who will provide evaluations.

Prerequisites & Notes
Take NUR 5580

Credits: 3cr.

NUR 5500 - Advanced Physical Assessment and Pathophysiology across the Life Span

Advanced Physical Assessment and Pathophysiology across the Life Span is designed to provide the student with the knowledge and skills to perform an advanced physical examination, an expectation of each student in the course. Physical assessment skills will be incorporated with related pathophysiological abnormalities. Interviewing techniques and basic head-to-toe physical assessment will be reviewed, followed by a concentration on the focused system assessments. The integration of laboratory findings, pathophysiology, and physical exam findings will also be addressed. (30 theory hours; 45 hours precepted experiences)

Credits: 3 SH

NUR 5505 - Reforming Nursing: Historical Trends in Nursing Education

This course explores the existing historiography on the topic of higher education and professional studies in the United States. The focus is on historical literature, which provides perspectives on individuals, social movements, and institution building that contributed to transformations in nursing education. Comparisons to developments in related professional education programs

provide the context for understanding issues of class, gender, and social power. Readings include both classic and recent historical studies.

Credits: 3 SH

- ## NUR 5510 - Teaching and Learning for Nurse Educators

In this course, students explore the role of the teacher as well as the faculty role. As part of exploring the role of the teacher, students appraise the philosophical foundations of nursing education, analyze and apply learning theories to individual learning styles and types of learning. Epistemological differences between andragogy and pedagogy are explored. Exploration of the role of faculty in higher education includes specific topics such as tenure, promotion, self-governance, and scholarship expectations.

Credits: 3 SH

- ## NUR 5515 - Measurement and Evaluation in Nursing Education

In this course, students explore various theories of measurement and evaluation. They will analyze the relationships among assessment, instruction, and learning. Students will write objectives, develop test questions based on a test blueprint, and analyze various methods of establishing reliability and validity for testing procedures. Students will explore the implications of standardized testing in nursing education. Other focus areas include overall student, course, and program evaluation.

Credits: 3 SH

- ## NUR 5520 - Nursing Theories

This course is designed to incorporate theory and theoretical frameworks into nursing practice, nursing education, and nursing administration.

Credits: 3 SH

- ## NUR 5525 - Teaching and Learning in the College Setting

This course allows the graduate nursing student to work with a preceptor in a college or university setting. The graduate student has the opportunity to select and operationalize an aspect of the teaching and faculty role in an area of interest, and to examine issues in higher education from the perspective of a faculty member. Integration of theoretical concepts and socialization into the role of nurse educator is a major focus.

Prerequisites & Notes
NUR 5510, NUR 5515, NUR 5520 and NUR 5545.

Credits: 3 SH

- ## NUR 5530 - Teaching and Learning in the Clinical Setting

This course allows the graduate student to utilize and apply theories and principles of teaching and learning in a clinical specialty setting of interest to the student. A major emphasis will be on clinical teaching, planning, implementation, and evaluation. (15 hours

theory; 90 hours precepted experiences)

Prerequisites & Notes

NUR 5520, NUR 5515, NUR 5525 (Prerequisite or Co-requisite), NUR 5545.

Credits: 3 SH

NUR 5535 - Research I

This course introduces the basic concepts of research. A comparison of qualitative and quantitative research perspectives will assist the student in seeing basic differences and similarities between the two major types of research methodologies used in health sciences.

Prerequisites & Notes

Corequisites: NUR 5520.

Credits: 3 SH

NUR 5540 - Research II

This course focuses on designing a research study. Research designs commonly used in health sciences will be explored. Students will learn and apply research methodologies most applicable to their area of interest.

Prerequisites & Notes

NUR 5535.

Credits: 3 SH

NUR 5545 - Curriculum Design in Nursing Education

The central focus on this course is to define the interrelationship between course development and curriculum design.

Prerequisites & Notes

NUR 5510, NUR 5515 and NUR 5520.

Credits: 3 SH

NUR 5550 - The Nurse in Academe: Issues in Higher Education

This course introduces the graduate nurse to the tripartite role of the faculty member in higher education. General issues such as tenure and promotion, self-governance, legalities and ethics of teaching, academic freedom, and the nature of scholarship as it relates to injury, integration, application and teaching are explored. Issues specific to nursing such as the dichotomous nature of nursing practice and higher education are also a major focus of discussion.

Credits: 3 SH

NUR 5561 - Simulation in Nursing Education

The central focus of this course is to provide nurse educators, who currently use or anticipate using simulation, with an overview of simulation. The learner will become familiar with educational principles used in simulation, as well as simulation terminology and the range of currently available simulation typology. The planning and development of scenarios are discussed along with debriefing and evaluation strategies. Interprofessional education and specific learner populations are addressed.

Prerequisites & Notes
Take NUR 5500, NUR 5510, and NUR 5520.

Credits: 3cr.

NUR 5565 - Capstone

The major activities in this course will be the presentation of a research proposal and completion of the MSN Portfolio. These activities require the student to integrate the growth achieved throughout the program and to demonstrate the ability to engage in scholarly activities.

Prerequisites & Notes
All MSN Educator track courses OR all MSN Leadership/Administrator track courses.

Credits: 3 SH

NUR 5570 - Nursing Leadership and Administration I

This course focuses on the role of the nurse administrator, healthcare organizations, the forces that are changing healthcare, managing and improving the quality of healthcare, models of care, and regulatory issues. A precepted experience is required. (15 hours theory; 90 hours precepted experiences)

Prerequisites & Notes
ORL 5501, and NUR 5520.

Credits: 3 SH

NUR 5575 - Nursing Leadership and Administration II

This course focuses on the role of the nurse administrator, human resource management, evidence-based practice, managing interdisciplinary teams, collaborative decision making and communication in healthcare, and legal issues of management in a healthcare environment. A precepted experience is required. (15 hours theory; 90 hours precepted experiences)

Prerequisites & Notes
ORL 5501, and NUR 5520.

Credits: 3 SH

NUR 5580 - Inferential Statistics for the Health Sciences

Survey of descriptive and inferential statistical methods used commonly in health sciences. Topics include measures of central tendency and dispersion, standardized scores, probability, correlation, regression, t-tests, and ANOVA. Students will learn how to interpret results and apply their knowledge when reading scientific articles. Analyses using SPSS or other appropriate statistical software will also be a major focus.

Credits: 3 SH

- ## NUR 5585 - Power and Politics in Healthcare

This course will introduce the student to the relationships between power and political behavior and how this interaction affects outcomes. Students will learn effective methods to anticipate and respond to political situations, as well as develop strategies for building collaborative relationships with the multiple constituencies in health care.

Credits: 3 SH

- ## NUR 5595 - MSN Program Portfolio

The basic requirement for this non-credit course is developing an electronic portfolio that documents meeting professional standards for either nurse educators or nurse administrators. Specific artifacts will be suggested for addition to the portfolio throughout the program. A portfolio must be submitted to complete graduation requirements.

Credits: 0crs.

- ## ORL 5501 - Organizational Leadership: Theory and Practice

This first course in Organizational Leadership will examine key concepts, issues and practices that contribute to effective leadership in a variety of organizations both nationally and internationally. Through a focus on self-reflection and awareness, participants in the course will examine their leadership styles, strengths and challenges and receive useful practical suggestions for improving leadership skills.

Credits: 3 SH

- ## ORL 5510 - Organizational Behavior and Change

This course focuses upon managing for the future and preparing people for a continuous organizational learning pattern leading to innovation and change. It approaches change from understanding organizational behavior through structural, strategic, political and cultural lenses.

Prerequisites & Notes
ORL 5501.

Credits: 3 SH

- ## ORL 5520 - Organizational Planning and Administration

This course focuses on the role of leaders in planning and administration of both profit and non-profit organizations. Includes understanding how to assess the practices of an organization, lead others in strategic planning and decision making and understanding

the basics of budgeting and finance, developing a business plan, grant writing and facilitating an environment to empower employees.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

ORL 5530 - Governance and Community Relations

This leadership course examines organizational governance, the relationships between organizations and their stakeholder communities and strategies for building and improving those relationships. Emphasis is placed on governance relationships, understanding community context and building improved outreach and marketing efforts.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

ORL 5540 - Leadership Ethics

This course focuses upon ethical leadership practices in organizations. The course takes an interdisciplinary approach using elements of law, political economy, international business, ethics, and social responsibility. Organizations have social as well as economic responsibilities to society. Ethics and integrity are essential to the process of developing and monitoring organization practices.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

ORL 5550 - Research, Program Assessment and Evaluation

This course introduces the skills, attitudes and methods to analyze services offered to both public and private organizations in a wide range of fields. In addition, basic research methodology is covered to illustrate the importance of a scientific approach to organizational research and problem-solving projects. Students will learn to formulate a problem, choose research methods, clearly articulate the past research and then collect, analyze and present new data with new interpretations and conclusions.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

ORL 5571 - Leadership In A Global Society

This course focuses upon understanding the nature of communicating, collaborating and negotiating in diverse cultures across the globe. Examination of one's ethnocentric viewpoint will be emphasized through experiential activities. Understanding others' cultural values, learning to communicate in diverse populations and becoming aware of global etiquette will also be emphasized in this course.

Prerequisites & Notes
ORL 5501.

Credits: 3 SH

ORL 5572 - Entrepreneurial Leadership

Entrepreneurial leadership encompasses an understanding of how to analyze the calculated risks necessary to launch into a new venture.
This course covers the process of starting and operating a new organization, through assembling resources, examining the risks and potential benefits of moving forward, examining the market, developing a business plan and recruiting the right team of people. At each stage, participants will examine how these processes must be viewed through analysis of individual, group and societal contexts.

Prerequisites & Notes
ORL 5501.

Credits: 3 SH

ORL 5573 - The Drama and Rhetoric of Leadership

Although the concepts dramaturgy, rhetoric, sense making, organizing, and storytelling are well established in the literature on philosophy, cognitive studies, organization studies, sociology, theatre, cinema, psychology, communication, and culture studies – the ways in which these conceptual fields are interrelated remains unexplored. The crux of dramaturgical theory in this context is that each of us creates, throughout a complex system of everyday interactions, dramatic impressions of organizational life based on a particular framing, or staging, of various socially constructed scenes. Dramaturgy is about the creation, maintenance, and destruction of socially constructed realities. This interdisciplinary tactic to leadership studies has two primary aims: (1) to promote thinking about how confluent cognitive, emotional, and organization changes are socially constructed, and (2) to coach the planning and performing of rhetorical action in real teams and organizations.

Prerequisites & Notes
ORL 5501.

Credits: 3 SH

ORL 5574 - Team Leadership

This course addresses the conceptual and practical aspects of organizational teams and team leadership. While the leader is a relational element of a group, leadership is an emergent property of a group. Through this course, learners explore the union of these two realities in the context of team. Teams are examined in terms of composition, dynamics, and practice.

Credits: 3 cr.

ORL 5580 - Organizational Leadership Practicum

This is an applied experience in an organization with focus on the type of leadership opportunities the student wants to better understand. Students will practice leadership skills in their chosen setting, while being supervised and mentored by a site supervisor and interacting online with other practicum students and the course instructor. One-hundred twenty (120) on-site hours with regular

supervision are required for this course.

Prerequisites & Notes
ORL 5501 and 21 credits completed in the program.

Credits: 3 SH

- ## ORL 5590 - Organizational Leadership Internship

This is an applied experience in the community with focus on the type of organization the student wants to better understand. Students can practice leadership skills in their chosen setting, while being supervised and mentored by a site supervisor. There will be an assigned site supervisor/mentor related to the student's desired learning outcomes. Two-hundred forty (240) on-site hours with one hour of supervision per week is required for this course.

Prerequisites & Notes
ORL 5501 and 27 credits earned.

Credits: 3 SH

- ## ORL 5595 - Leadership Capstone Seminar

The Leadership Capstone course is designed as a summative evaluation experience for students in the master's program. A major project and portfolio will be developed with guidance by the faculty mentor. The purpose of the project and leadership portfolio is to showcase students' leadership skills.

Prerequisites & Notes
21 credits completed in the Organizational Leadership Program (all required core courses).

Co-requisites: ORL-5580

Credits: 3 SH

- ## PSY 5522 - Psychology of Women

This course is an in-depth study of how psychological development, life experiences, and social change interact to affect women's development across the life span.

Credits: 3 SH When Offered: Infrequently offered course

- ## SOC 5522 - Sociology of Aging

A description and analysis of the sociological factors affecting the elderly and the aging process. Particular focus is placed on the conditions of the elderly as a function of societal norms, attitudes, and values.

Credits: 3 SH When Offered: Infrequently offered course

- ## SPE 5501 - Educating Children with Exceptional Learning Needs

This course identifies the history and foundation of special education. Graduate students will develop a working knowledge of the characteristics, prevalence's, causes, effective interventions and family concerns of IDEA eligible categories of disabilities and gifted.

Credits: 3 SH

- ## SPE 5502 - Administration and Supervision of Special Education

Study of organization, administration, and supervision of special education programs. Includes legal aspects, budget and finance, physical facilities, staff development, instructional leadership, parent and community roles, and current research.

Credits: 3 SH

- ## SPE 5503 - Psycho-Educational Diagnostics

Principles and practices of coordinated diagnosis of the problems of exceptional children within various environments and cultures. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique.

Credits: 3 SH

- ## SPE 5505 - Mental Retardation

Intensive review of research on etiology of mental retardation, classification systems, and diagnostic problems. Study of brain injury, psycho/social retardation, research on learning characteristics, evaluation of psychological tests, and criteria distinguishing mental retardation from other problems.

Credits: 3 SH

- ## SPE 5508 - Instruction for Low Incidence Disabilities

Teacher education candidates will study the nature and needs of children with moderate to severe disabilities. Focus will be on the educational and transitional needs of these individuals. The teacher education candidates will develop knowledge and skills in identification, assessment, educational techniques and strategies which are coupled with supportive measure, materials and techniques. The teacher candidate will research best practices for education students with severe disabilities which will include instructional adaptations and assistive technology. A field component will be required.

Credits: 3 SH

- ## SPE 5509 - Early Childhood Special Education

Critical study and analysis of early childhood education for a young child with disabilities. Identification and developmental processes; model programs; home-based services; methods and materials; infant-toddler, preschool and primary programs; team approach; research findings.

Credits: 3 SH

- ## SPE 5511 - Communication and Communication Disorders

This course will focus on speech, language and communication disorders with applications to school age children, language and communication difficulties associated with specific disability types and assessment practices. Students will examine evidence-based practices language and communication disorders. A field component will be required - observation and interview.

Credits: 3 SH

- ## SPE 5530 - Diverse Cultural and Linguistic Learners

This course addresses the social, economic, political, ethnic and linguistic characteristics of individual with exceptional learning needs. Graduates will examine current issues, strategies methodologies that impact individuals in their schools and communities. Culturally relevant materials and techniques will be researched and developed.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

- ## SPE 5540 - Behavior Disorders

Problems in the education of children with emotional/behavioral disorders in regular and special classes, including children whose emotional disturbances are associated with other disabilities. Adaptation of curriculum; methods of instruction; special materials; adjustment of classroom schedules and environment.

Credits: 3 SH

- ## SPE 5541 - Behavior Adaptation

The intent of the course is to present a detailed overview of the principles of behavior modification, following the Law of Association and the law of Effect. Positive behavioral support will be emphasized, using evidenced based practice for the public school environment.

Credits: 3 SH

- ## SPE 5542 - Assessment and Behavior Management

An investigation of the principals of behavior theory for classroom teaching techniques, particularly with children with disabilities. General and specific methods for generating, strengthening and maintaining desirable behaviors will be stressed. Conditioning of both academic skills and non academic behaviors on an individual and group basis will be considered. Functional Behavior Assessment will be introduced in order to facilitate positive behavior support methods. Direct experience in modifying the behavior of individuals will be arranged.

Credits: 3 SH

- ## SPE 5543 - Assessment and Behavior Management

An investigation of the principals of behavior theory for classroom teaching techniques, particularly with children with disabilities. General and specific methods for generating,

strengthening and maintain desirable behaviors will be stress. Conditioning of both academic skills and non academic behaviors on an individual and group bases will be considered. Functional Behavior Assessment will be introduced in order to facilitate positive behavior support methods. Direct experience in modifying the behavior of individuals will be arranged.

Credits: 3crs

- ## SPE 5544 - Instruction for High Incidence Disabilities

This course provides an in-depth look at the assessment-instruction cycle and effective teaching-learning strategies that will benefit the learning of children with disabilities in the various service delivery options. Based on research-supported methods, students will develop assessment and remediation strategies to monitor children's academic progress. Field component required.

Credits: 3 SH

- ## SPE 5550 - Advanced Curriculum Development in Special Education

Advanced study of curriculum principles and practices for special needs learners of diverse background. Discussion of regular education curriculum mandates, appropriate modifications, specialized teaching, curriculum writing formats, evaluation, and resource materials.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

- ## SPE 5554 - Law and Individuals with Disabilities

Survey and description of major legal developments pertaining to identification, placement, education, services, and rights of individuals with disabilities across the lifespan. Discussion of implications for administrators, teachers, support staff, parents, and employers.

Credits: 3 SH

- ## SPE 5560 - Problems in Special Education

In-depth survey of current problems, issues, and trends in Special Education.

Credits: 3 SH

- ## SPE 5565 - Microcomputers in Special Education

The course will provide an introduction to and an overview of computer applications for exceptional students. The emphasis for students is to become functional with the microcomputer. Students will be introduced to various microcomputers, selecting and evaluating courseware, assisting/adapting devices, management systems, curriculum correlation, and classroom integration. The possibilities provided to students will assist the exceptional learners to function as a non-stigmatized individual.

Credits: 3 SH

- ## SPE 5570 - Clinical Practicum

An in-class and supervised professional field practicum in a special education setting. A transition between pre-professional and full professional status for the graduate student.

Prerequisites & Notes
Prerequisite: Site selection and arrangement approved by faculty advisor.

Credits: 3-6 SH

- ## SPE 5580 - Special Education Workshops

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

Credits: 1-6 SH

- ## SPE 5581 - Special Education Workshops

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

Credits: 1-6 SH

- ## SPE 5590 - Learning Disabilities

Planning for multi-disciplinary, multi-cultural learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings. Development and evaluation of remedial procedures and materials.

Credits: 3 SH

- ## SPE 5593 - Teaching Learners With Mild Disabilites

This course will focus on the learning needs of children and youth with mild disabilities. An in-depth review of disabilities categorized as mild in nature along with characteristics, etiologies, interventions and current issues will be discussed. Student will develop appropriate curriculum, lesson plans, adaptations and modifications to meet these students' needs in all educational settings.

Credits: 3

- ## SPE 5597 - Independent Study

Credits: 3 SH

- ## SPE 5599 - Thesis

Credits: 6 SH

- ## SWK 5500 - Social Work Capstone

Provides a survey of the social work profession and an introduction to social welfare in the United States. The course includes content on ideologies, historic perspectives, values, ethics, generalist social work practice, and various social welfare fields. It will also include research and human behavior components central to the profession. Social work practice will concentrate on the problem solving process with an emphasis on systems theory and the stages of the change theory. Emphasizes appreciation of human diversity and a commitment to social and economic justice. The course is designed for graduate level, Advanced Standing social work students. Instructional methods may include but are not limited to lectures, readings, papers, reflections, and role plays.

Credits: 3cr.

- ## SWK 5502 - Foundations of Social Work

Provides a survey of the social work profession and an introduction to social welfare in the United States. Includes content on ideologies, historic perspectives, values, ethics, generalist social work practice, and various social welfare fields. Social work practice will concentrate on the problem solving process with an emphasis on systems theory and the stages of change theory. Emphasizes appreciation of human diversity and a commitment to social and economic justice.

Credits: 3cr.

- ## SWK 5506 - Social Identities and Inequalities

Aims to increase student understanding of a wide range of social identities and inequalities, primarily from a sociological and social psychological perspective. Students will explore the history and lived experience of diverse groups in the United States. This graduate-level course will emphasize the nature and dynamics of multiple axes of social dominance and subordination. Attention will be given to causes and consequences of dominant/subordinate relations, pathways for justice/change, and the implications of dominant/subordinate relations for social service delivery. Instructional methods may include but are not limited to lectures, discussions, presentations, and experiential learning activities.

Prerequisites & Notes
Prerequisite: SWK 5502.

Co-requisite: SWK 5531.

Credits: 3cr.

- ## SWK 5511 - Human Behavior in the Social Environment I

Provides the theoretical knowledge base for social work practice. The course emphasizes the bio-psycho-social development patterns of individuals, families, and groups as they interact in various environments. Theories of human behavior pertaining to individuals and families are critically reviewed. The course looks at the policy and research implications of human behavior in social environments. The course is designed for graduate level social work students. Instructional methods may include but are not limited to lectures, readings, papers, reflections, and role plays.

Prerequisites & Notes

Co-requisite: SWK 5502

Credits: 3cr.

SWK 5512 - Human Behavior in the Social Environment II

Provides systems theory and the ecological model with transcultural perspectives from infancy to the end of the adult life cycle. Emphasizes behavior in groups, communities and organizations with a focus on Latino/as, African-Americans, Asian-Americans and other diverse and oppressed populations. The course is designed for graduate level social work students. Instructional methods may include but are not limited to lectures, readings, papers, reflections, and role plays.

Prerequisites & Notes

Take SWK 5511

Credits: 3cr.

SWK 5516 - Social Welfare Policy and Services I

Examines various aspects of social welfare policy and services. The focus of this course includes the history, politics, economics, culture, and ethics of social policy as it relates to the social work profession and the social service delivery system. This graduate level course will review current patterns and contextual factors that facilitate and inhibit changes in social policies. Students will study the role of social work as it relates to the analysis of social welfare policies and will begin to make connections with policy practice concepts in the field setting. Instructional methods may include but are not limited to presentations, experiential learning activities and discussion board, online activities, synchronous and asynchronous lectures.

Prerequisites & Notes

Take SWK 5502 and SWK 5511.

Credits: 3cr.

SWK 5521 - Generalist Practice with Individuals and Families

Presents generalist foundation knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, social justice, and social change issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation Principles of Social Work (SWK 5502) and Human Behavior in the Social Environment I (SWK 5511) courses. Students' field experience will be concurrent with this course and will build upon the skills presented in this course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, and sexual orientation, religion, and ability as these relate to interpersonal practice. Three hours lecture per week. The course is designed for graduate-level social work students. Instructional methods may include but are not limited to lectures, readings, papers, reflections, and role plays.

Prerequisites & Notes

Take SWK 5502.

Credits: 3cr.

SWK 5523 - Generalist Practice with Organizations and Communities

Examines the knowledge, values, ethics, and skills that compromise the core of professional generalist social work practice with organizations and communities. The focus includes the philosophical foundation of social work, self-awareness, values and ethics of the helping person, and the nature of professional relationships and client-worker partnerships. The complexity of social work practice from a systems/ecological perspective that is strengths-based is presented. Students also acquire knowledge about the stages, activities, and skills of problem-solving practice, engagement, assessment, intervention, evaluation, and termination. Application of these objectives will be made in field education, which will happen concurrently with this course. The course is designed for graduate-level social work students. Instructional methods may include but are not limited to lectures, readings, papers, reflections, and role plays.

Prerequisites & Notes
Take SWK 5502.

Credits: 3cr.

SWK 5526 - Research Methods

Provides an introduction course for research methods, this course will be designed to develop the student's ability to use and engage in both quantitative and qualitative research in order to inform and evaluate their own social work practice. The course addresses key research concepts and procedures such as hypothesis formulation, measurement, sampling, research design, and data collection. The course also examines ethical issues in the conduct of social research, including informed consent, anonymity and confidentiality, culturally sensitive research methods, and the NASW Code of Ethics. The course is designed for graduate-level social work students. Instructional methods may include but are not limited to lectures, readings, papers, and reflections.

Prerequisites & Notes
Take SWK 5502.

Credits: 3cr.

SWK 5531 - Integrated Field Experience I

Provides an educationally directed field experience for students during their first semester in a field agency. Students will engage in generalist practice skills working with vulnerable and oppressed populations and begin foundational development and application of problem-solving, assessment, intervention and evaluation. The course is designed for graduate-level social work students and involves a monthly seminar experience in conjunction with the agency work. Instructional methods may include but are not limited to presentations, experiential learning activities, discussion boards, online activities, seminar workshops, synchronous and asynchronous lectures.

Prerequisites & Notes
Take SWK 5502.

SWK 5532 - Integrated Field Experience II

Provides an educationally directed field experience and is a continuation of the Field Education I experience. Advances application and problem-solving skills initiated in Integrated Field Experience I (SWK 5531) and prepares students to enter the Integrated Field Experience III. Students complete tasks and assignments that reflect a higher level of synthesis of knowledge and increased independence in functioning in typically the agency where students completed SWK 5531. The course is designed for graduate level social work students and involves a monthly seminar experience in conjunction with the agency work. Instructional methods may include but are not limited to presentations, experiential learning activities, discussion boards, online activities, seminar workshops, synchronous and asynchronous lectures.

Prerequisites & Notes
Take SWK 5532.

Credits: 3cr.

SWK 5533 - Integrated Field Experience III

Provides educationally directed field opportunities to demonstrate advanced application of social work competencies including the application of theory and core social work values in specialized practice settings. The focus of this course is to prepare students for advanced professional practice and will include increased opportunities for students to begin to gain expertise and work independently in clinical or macro level settings. The course is designed for graduate level social work students and involves a monthly seminar experience in conjunction with the agency work. Instructional methods may include but are not limited to presentations, experiential learning activities, discussion boards, online activities, seminar workshops, synchronous and asynchronous lectures.

Prerequisites & Notes
Take SWK 5500 or SWK 5532.

Credits: 3cr.

SWK 5534 - Integrated Field Experience IV

Provides educationally directed opportunities to demonstrate advanced mastery of social work competencies and application of knowledge and social work ethics and values in specialized settings. This final field experience is a compilation of knowledge, skills, and values developed from previous field experiences in the program and emphasizes advanced cognitive/affective dimensions of learning. The focus of this course is to provide opportunities for students to operationalize advanced year social work skills in the agency setting to ensure competency upon graduation. The course is designed for graduate level social work students and involves a monthly seminar experience in conjunction with the agency work. Instructional methods may include but are not limited to presentations, experiential learning activities, discussion boards, online activities, seminar workshops, synchronous and asynchronous lectures.

Prerequisites & Notes
Take SWK 5533.

Credits: 3cr.

SWK 5551 - Advanced Practice with Individuals, Couples, and Families

Provides theory and skills required for advanced practice with individuals, couples, and families. Advanced practice builds upon students' foundational knowledge of generalist practice in engagement, assessment, intervention and evaluation. This course provides instruction in the use of evidence-based models. Vulnerable populations will be identified and students will further develop their knowledge of multicultural social work with individuals. This course provides an overview of various theoretical approaches: including psychodynamic, cognitive-behavioral, humanistic, post-modern and trauma informed. This course includes a more sophisticated understanding of the bio-psychosocial model, the helping relationship, and the strength perspective. The target audience includes second year graduate students in the MSW program.

Prerequisites & Notes

Acceptance to Graduate Program.

Credits: 3cr.

SWK 5553 - Advanced Practice with Groups and Communities

Provides theory and skills required for advanced practice with groups and communities. Advanced practice builds upon students' foundational knowledge of generalist practice in engagement, assessment, intervention and evaluation. This course provides instruction in the use of evidence based models. Vulnerable populations will be identified and students will further develop their knowledge of multicultural social work with groups and communities. This course provides students with an in depth study of the structural and systemic theories that help explain the societal problems our clients face. The course will focus on building skills to work with multiple stressed groups and communities. Evidence based strategies will be employed to help facilitate change at the mezzo and macro levels. This course includes a more sophisticated understanding of the bio-psychosocial model, systems theory, policy considerations, the helping relationship, and the strengths perspective.

Prerequisites & Notes

Take SWK 5551.

Credits: 3cr.

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Courses

- ### SWK 5557 - Social Welfare Policy and Services II

Examines models of policy analysis and application of models to social welfare issues and problems. This graduate level course emphasizes the contextual factors contributing to social issues, service delivery, and resource allocation. Examines the various social, economic, and political forces that influence policy development, policy implementation, and program delivery. Opportunities for integrating knowledge in the field education setting are stressed with a primary focus on recognizing social problems, populations at risk, and the ways that legislative and political processes shape policy issues. Instructional methods may include but are not limited to presentations, experiential learning activities, and discussion boards, online activities, synchronous and asynchronous lectures.

Prerequisites & Notes
Take SWK 5551.

Credits: 3cr.

- ### SWK 5560 - Advanced Practice with Organizations

Builds on the foundation of knowledge, values, and skills addressed in Generalist Macro Social Work practice. This course explores multiple approaches social workers use to influence organizations and other large systems. Concepts, theories and models of macro level practice and advance practice skills for addressing complex practice and organizational situations are examined. Application of course content will be facilitated by a practicum experience in a practice agency where concepts and skills from this course can be applied. The course is designed for graduate level social work students. Instructional methods may include but are not limited to lectures, readings, papers, reflections, and role plays.

Prerequisites & Notes
Take SWK 5500 or SWK 5523.

Credits: 3cr.

- ### SWK 5566 - Advanced Research Methods

Provides an introduction to the concepts and procedures that are fundamental to both descriptive and inferential statistics. Empirical research examining the effectiveness of social work practice, particularly in the urban environment, is explored. Utilizing existing

national data sets, students generate their own research hypotheses and then formulate and carry out an analytic strategy to answer these questions effectively. Emphasis is also placed on gaining skills in presenting and communicating key findings to relevant audiences and stakeholders. The course is designed for graduate level social work students. Instructional methods may include but are not limited to lectures, readings, papers, and reflections.

Prerequisites & Notes

Take SWK 5526.

Credits: 3cr.

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Graduate Faculty

For graduate faculty contact information visit the website at www.mansfield.edu/campus-search/faculty-directory/ and click on the "Faculty and Staff" icon, or call Mansfield University's automated directory at (570) 662-4000.

Graduate Faculty

Adam F. Brennan (1995), Professor, Music.
B.A., Western Illinois University, 1986; M.A., Ibid., 1989; D.M.A., University of Oklahoma, 2000.

Peggy Dettwiler (1990), Professor, Music
B.S., University of Wisconsin-Platteville, 1970; B.M., University of Wisconsin-Madison, 1982; M.M., Ibid., 1980; M.M., University of Texas-San Antonio, 1985; D.M.A., Eastman School of Music, 1991.

Mary Feeney (2013), Assistant Professor, Health Sciences
B.S., Mansfield University, 2001; M.S., Marywood University, 2009: Ph.D., Marywood University, 2013.

Karen Guenther (1998), Professor, History.
B.A., Stephen F. Austin State University, 1980; M.A., The Pennsylvania State University, 1983; Ph.D., University of Houston, 1994.

Jamie Klesh (2005), Associate Professor, Health Sciences
B.S. Mansfield University, 1993; M.S. Binghamton University 1998; Ph.D., Binghamton University, 2007.

Nanci Werner-Burke (2001), Professor, Education and Special Education
B.S.E., Clarion University of Pennsylvania , 1990; M.Ed., Ibid., 1991; Ph.D., Indiana University of Pennsylvania, 2000.

Associate Graduate Faculty

Jeffrey A. Bosworth (2003), Associate Professor, Political Science
B.A., St. Andrews Presbyterian College, 1990; A.M. 1993, Ph.D. University of Illinois-Urbana, 2000.

Rebecca Dodson-Webster (2005), Associate Professor, Music.
B.M. Grove City College, 1987; M.F.A. Carnegie Mellon University, 1989; D.M.A. University of Wisconsin, 1997.

Andrew Gaskievicz (1999), Associate Professor, History.
B.A. 1988, M.A. 1990, Western Washington University; Ph.D., SUNY-Stony Brook, 1999.

Shawndra Holderby (2003), Associate Professor, History
B.A., Ball State University, 1988; M.A., Ohio University, 1992; Ph.D., University of Nebraska at Lincoln, 2001.

Susan G. Laib (1989), Associate Professor, Music
B.M., Eastman School of Music, 1980; M.M., University of Colorado, 1982; D.M.A., Florida State University, 1997.

Christine Moulton (2004), Associate Professor, Music.
B.M. Boston Conservatory of Music, 1984; M.M. Manhattan School of Music, 1998.

Rebecca Parks (2016), Assistant Professor, Education and Special Education

BS.ECC Early Childhood Education SUNY Fredonia, Fredonia, NY (1995). MS Reading and Literacy Education, Elmira College, Elmira, NY (2001). Ph.D. Curriculum and Instruction, Capella University, Minneapolis, MN (2014).

Todd Ranney (2009), Assistant Professor, Music

B.M. Drake University, 1982; M.M. The Cleveland Institute of Music & Case Western Reserve University, 1988.

Nathan Rinnert (2003), Professor, Music

B.A. The University of Kansas, 1990; M.A. Auburn University, 1995.

Alissa Rose (2009), Professor, Music

B.A. Oberlin College, 1997; B.M. Oberlin Conservatory of Music, 1997; M.M. Rice University, 2000; D.M.A. University of Michigan, 2008.

Andrew Walters (2008), Professor, Music

B.M., Millikin University, 1989; M.M., Northern Illinois University, 1991; D.M.A. University of Illinois, 2002.

Michele Whitecraft (2013), Assistant Professor, Education & Special Education

B.S. Lock Haven University, 1986; M.Ed. Bloomsburg University, 1998; Ph.D. Cornell University, 2013.